DOCUMENT RESUME

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|---|---|
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| IDENTIFIERS | *ACT Assessment |

ABSTRACT

This document is a sample of the type of report the American College Testing Program sends high schools reflecting the characteristics of students from the school who took the ACT Assessment during their sophomore, junior, or senior years and who graduated in 1998. Depending on the proportion of students at the school who took the ACT Assessment, the report may or may not reflect the characteristics of the school's college bound students. The report begins with a discussion of the 5-year trend history of college-bound students who took the ACT. Tables compare the average ACT scores of students who took the recommended core curriculum with those of students who did not. Tables then provide average ACT scores by academic preparation for different ethnic groups and by ability level for different ethnic groups. Student satisfaction with the individual high school is reported. Other tables report mean scores and standard deviations for males and females and for different patterns of academic preparation. Information is also provided about student background characteristics, planned educational majors, and vocational choices. An appendix provides additional information about the testing program and the recommended core curriculum. Included with this document are a press release, a summary national report, and a cautionary note about the use of state aggregate ACT scores. The press release emphasizes that, while the national average composite score on the ACT remained at 21.0, most subgroups of students made modest gains this year on one or more of the ACT tests in English, mathematics, reading, and science reasoning. The national report summarizes in seven tables national information about graduating seniors who took the ACT. The cautionary note stresses that the accompanying list of average scores should not be interpreted as providing grounds for an explicit or implicit ranking of the various states' educational systems. (The sample report contains 15 tables.) (SLD)

ED 424 264

# The High School Profile Report

## Normative Data

A Description of
the Academic Achievement and Characteristics
of Your ACT Tested 1998 Graduates

ACT HIGH SCHOOL PROFILE REPORT
H S GRADUATING CLASS 1998

HS GRADUATING CLASS OF 1998
NATIONAL REPORT

CODE 990-000

TM029137

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ACT HIGH SCHOOL PROFILE REPORT
H S GRADUATING CLASS 1998

HS GRADUATING CLASS OF 1998
NATIONAL REPORT

CODE 990-000

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## Cautions on the Use of State Aggregate ACT Scores

The ACT Assessment comprises four curriculum-based achievement tests designed to assess critical reasoning and higher-order thinking skills in English, mathematics, reading and science. These tests reflect students' skills and achievement levels as products of their high school experience and serve as critical measures of their preparation for academic coursework beyond high school. ACT Assessment results are used by postsecondary institutions across the nation for admissions, academic advising, course placement and scholarship decisions.

The accompanying list of average scores should not be interpreted as providing grounds for an explicit or implicit ranking of the various states' educational systems. Students who take the ACT Assessment are self-selected and do not represent the entire student population. Further, the percentages of students taking the ACT Assessment vary a great deal from state to state, as do those students' backgrounds and characteristics. Many factors--among them, motivation and the desire to learn, parental support, the quality of teaching, socioeconomic status and extracurricular experiences--contribute to individual and group student achievement. However, a core college-preparatory program can be identified as one significant precondition to success on the ACT Assessment and in postsecondary studies. ACT defines a core college-preparatory program as four years of English and three or more years each of mathematics (starting with Algebra I), science and social studies courses.

For a state with a high percentage of ACT-tested graduates, comparing the percentages and average composite ACT scores of the core and non-core completers reveals, in general, large differences in overall student achievement and postsecondary preparation. For a state with a low percentage of ACT-tested graduates, however, the differences between core and non-core completers are not as definitive.


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## ACT Average Composite Scores by State
## 1998 ACT-Tested Graduates

| State | Total | | Core Completers | | Non-Core Completers | | No Course Data | |
|---|---|---|---|---|---|---|---|---|
| | % of Graduates Tested* | Average Composite Score | % of Total Tested* | Average Composite Score | % of Total Tested* | Average Composite Score | % of Total Tested* | Average Composite Score |
| Alabama | 64 | 20.1 | 65 | 21.4 | 33 | 17.7 | 2 | 19.0 |
| Alaska | 37 | 21.3 | 43 | 24.0 | 25 | 20.9 | 32 | 18.0 |
| Arizona | 29 | 21.4 | 70 | 22.1 | 27 | 19.7 | 3 | 20.4 |
| Arkansas | 68 | 20.4 | 75 | 21.1 | 20 | 18.0 | 5 | 18.8 |
| California | 12 | 21.2 | 65 | 22.0 | 31 | 19.3 | 4 | 21.1 |
| Colorado | 63 | 21.6 | 58 | 22.7 | 39 | 19.9 | 3 | 21.0 |
| Connecticut | 3 | 21.8 | 40 | 22.4 | 41 | 21.3 | 20 | 21.5 |
| Delaware | 4 | 21.3 | 67 | 22.2 | 31 | 19.2 | 2 | 22.2 |
| Washington DC | 10 | 17.6 | 66 | 17.7 | 28 | 17.0 | 7 | 19.8 |
| Florida | 39 | 20.8 | 71 | 21.7 | 24 | 18.2 | 5 | 19.9 |
| Georgia | 16 | 20.2 | 76 | 20.9 | 19 | 17.7 | 5 | 19.6 |
| Hawaii | 18 | 21.6 | 68 | 22.4 | 26 | 19.9 | 6 | 20.9 |
| Idaho | 63 | 21.5 | 50 | 22.8 | 47 | 20.1 | 3 | 21.3 |
| Illinois | 69 | 21.4 | 52 | 22.9 | 46 | 19.7 | 2 | 20.4 |
| Indiana | 20 | 21.4 | 60 | 22.6 | 35 | 19.4 | 5 | 21.6 |
| Iowa | 65 | 22.1 | 68 | 23.2 | 31 | 20.0 | 2 | 21.1 |
| Kansas | 74 | 21.7 | 55 | 23.2 | 43 | 19.8 | 2 | 21.3 |
| Kentucky | 67 | 20.2 | 43 | 21.1 | 55 | 19.6 | 2 | 19.5 |
| Louisiana | 76 | 19.5 | 69 | 20.5 | 28 | 17.0 | 3 | 19.7 |
| Maine | 4 | 22.0 | 38 | 22.7 | 51 | 21.6 | 11 | 20.7 |
| Maryland | 10 | 20.9 | 71 | 21.3 | 24 | 19.6 | 5 | 20.5 |
| Massachusetts | 5 | 21.6 | 45 | 21.9 | 41 | 21.3 | 13 | 21.3 |
| Michigan | 68 | 21.3 | 58 | 22.5 | 40 | 19.6 | 2 | 19.9 |
| Minnesota | 63 | 22.2 | 71 | 22.8 | 26 | 20.4 | 3 | 21.9 |
| Mississippi | 81 | 18.7 | 62 | 19.9 | 36 | 16.7 | 2 | 17.9 |
| Missouri | 66 | 21.5 | 61 | 22.8 | 36 | 19.5 | 3 | 21.0 |

* Totals for graduating seniors were obtained from *Projections of High School Graduates by State and Race/Ethnicity 1996-2012*. Copyright © by Western Interstate Commission for Higher Education, February, 1998.


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## ACT Average Composite Scores by State
## 1998 ACT-Tested Graduates

| State | Total | | Core Completers | | Non-Core Completers | | No Course Data | |
|---|---|---|---|---|---|---|---|---|
| | % of Graduates Tested* | Average Composite Score | % of Total Tested* | Average Composite Score | % of Total Tested* | Average Composite Score | % of Total Tested* | Average Composite Score |
| Montana | 56 | 21.9 | 58 | 23.2 | 40 | 20.1 | 2 | 20.6 |
| Nebraska | 71 | 21.8 | 67 | 22.8 | 32 | 19.8 | 2 | 20.3 |
| Nevada | 43 | 21.4 | 64 | 22.2 | 33 | 19.7 | 3 | 21.2 |
| New Hampshire | 4 | 22.5 | 51 | 23.1 | 34 | 21.9 | 15 | 21.7 |
| New Jersey | 4 | 20.7 | 36 | 21.4 | 57 | 20.4 | 7 | 20.5 |
| New Mexico | 65 | 20.1 | 53 | 21.4 | 44 | 18.7 | 3 | 18.9 |
| New York | 15 | 22.0 | 64 | 23.3 | 29 | 19.4 | 7 | 21.2 |
| North Carolina | 12 | 19.4 | 65 | 20.3 | 31 | 17.5 | 4 | 18.3 |
| North Dakota | 78 | 21.4 | 64 | 22.7 | 34 | 19.1 | 3 | 19.8 |
| Ohio | 60 | 21.4 | 63 | 22.6 | 35 | 19.4 | 2 | 20.8 |
| Oklahoma | 69 | 20.5 | 53 | 21.9 | 44 | 19.0 | 4 | 19.4 |
| Oregon | 12 | 22.7 | 60 | 23.8 | 37 | 21.0 | 3 | 21.4 |
| Pennsylvania | 7 | 21.4 | 68 | 22.2 | 27 | 19.8 | 5 | 19.2 |
| Rhode Island | 2 | 22.2 | 45 | 22.5 | 47 | 21.9 | 8 | 21.5 |
| South Carolina | 14 | 19.0 | 70 | 19.8 | 26 | 16.9 | 5 | 18.8 |
| South Dakota | 70 | 21.4 | 65 | 22.2 | 33 | 19.7 | 2 | 19.8 |
| Tennessee | 77 | 19.8 | 63 | 20.9 | 35 | 18.0 | 2 | 18.4 |
| Texas | 32 | 20.3 | 69 | 21.2 | 28 | 18.0 | 3 | 19.3 |
| Utah | 68 | 21.6 | 45 | 22.6 | 53 | 20.8 | 2 | 20.8 |
| Vermont | 7 | 22.0 | 44 | 22.7 | 47 | 21.3 | 9 | 21.6 |
| Virginia | 6 | 20.7 | 66 | 21.4 | 26 | 19.0 | 7 | 19.9 |
| Washington | 18 | 22.6 | 57 | 23.4 | 41 | 21.4 | 2 | 21.7 |
| West Virginia | 60 | 20.1 | 45 | 21.2 | 53 | 19.2 | 2 | 18.8 |
| Wisconsin | 66 | 22.3 | 62 | 23.1 | 36 | 21.0 | 2 | 21.7 |
| Wyoming | 65 | 21.4 | 55 | 22.6 | 43 | 20.0 | 2 | 20.5 |
| **National** | **37** | **21.0** | **61** | **22.1** | **36** | **19.3** | **3** | **20.3** |

* Totals for graduating seniors were obtained from *Projections of High School Graduates by State and Race/Ethnicity 1996-2012*. Copyright © by Western Interstate Commission for Higher Education, February, 1998.


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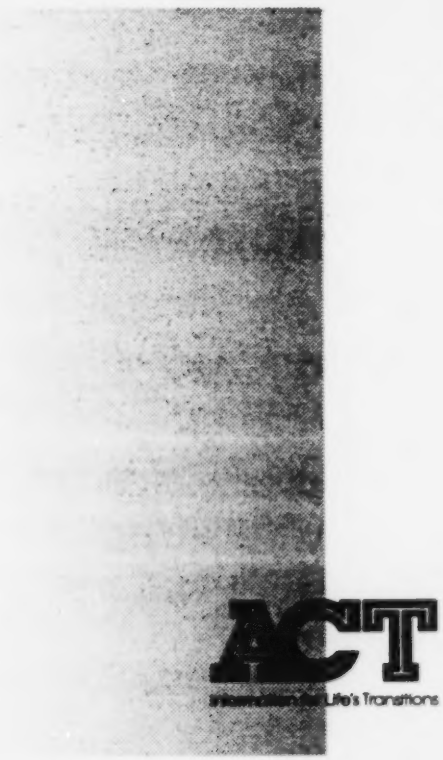
A C T  A S S E S S M E N T

# ACT Assessment

1 9 9 8  R E S U L T S

*Summary Report*

*National*



# ACT ASSESSMENT RESULTS

## National
## 1998

This report provides information about the performance of 1998 graduating seniors nationwide who took the ACT Assessment as sophomores, juniors or seniors. As you review and interpret the information provided, please keep the following in mind:

- ACT-tested seniors may not be representative of the total population of graduating seniors.

- This report provides selected information about the nation's ACT-tested graduating seniors. For more details, please refer to the 1998 national High School Profile Report.

**Average ACT Scores**

**National**
**1998**

To help policy-makers gain a better perspective on the association between coursework taken in high school and performance on the ACT Assessment, this report provides information about the graduating class according to level of high school coursework completed. Average scores are reported for 1998 graduating seniors who reported completing a core high school program (a **core or more** program is defined as a typical college preparatory program) and for those who reported not completing a high school core program. (Refer to following page).

The academic preparation a student receives in high school correlates with success in college. ACT research indicates that students who prepare academically by taking a core high school program consistently score higher on the ACT Assessment than those who do not. These same students also earn better grades in college. These facts underscore the value of a strong basic program of study in high school.

## Levels of High School Coursework

### Core or More

**Core or more** is defined as a typical college preparatory program including:

- **English (four years or more)**

  One year credit each for English 9, English 10, English 11, English 12

- **Mathematics (three years or more)**

  One year credit each for Algebra 1, Algebra II, Geometry
  One-half year credit each for Trigonometry, Calculus (not Pre-Calculus), other Math courses beyond Algebra II, Computer Math/Computer Science

- **Social Studies (three years or more)**

  One year credit each for American History, World History, American Government
  One-half year credit each for Economics, Geography, Psychology, other History (European, State, etc.)

- **Natural Sciences (three years or more)**

  One year credit each for General/Physical/Earth Science, Biology, Chemistry, Physics

### Less Than Core

**Less than core** refers to any high school program consisting of fewer courses than those included in core or more.

Average ACT test scores in English, Mathematics, Reading, Science Reasoning, and Composite for 1998 seniors who completed a core curriculum and those who did not are shown in Tables 1 and 2. In general, students who complete core coursework tend to earn higher average scores than students who do not complete core coursework. As Table 2 indicates, this association holds true across racial-ethnic groups. Table 3 shows that regardless of ethnic background, the average Composite score for students who completed core coursework has been consistently higher over the past five years than the average Composite scores of those who did not.

**Table 1**
**Average ACT Scores**
**By Level of High School Coursework**

| | Core or More | | | | | Less Than Core | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| **Reference Group** | **E** | **M** | **R** | **SR** | **C** | **E** | **M** | **R** | **SR** | **C** |
| National | 21.5 | 22.0 | 22.4 | 22.0 | 22.1 | 18.6 | 18.9 | 19.7 | 19.6 | 19.3 |

**Table 2**
**Average ACT Scores**
**By Level of High School Coursework and Racial-Ethnic Group**

| | Core or More | | | | | Less Than Core | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| **National Reference Group** | **E** | **M** | **R** | **SR** | **C** | **E** | **M** | **R** | **SR** | **C** |
| African-Amer/Black | 17.5 | 17.7 | 18.1 | 18.0 | 17.9 | 15.1 | 15.8 | 16.1 | 16.4 | 16.0 |
| Amer Ind/Alas. Nat. | 19.7 | 20.0 | 20.8 | 20.7 | 20.4 | 16.7 | 17.1 | 18.1 | 18.3 | 17.7 |
| Caucasian-Amer. | 22.2 | 22.5 | 23.1 | 22.6 | 22.7 | 19.4 | 19.4 | 20.4 | 20.3 | 20.0 |
| Mexican-Amer/Chi. | 18.7 | 19.8 | 19.7 | 19.7 | 19.6 | 16.2 | 17.1 | 17.4 | 17.7 | 17.2 |
| Asian-Amer/Pac. | 21.3 | 24.2 | 22.1 | 22.2 | 22.6 | 18.6 | 21.4 | 19.3 | 20.1 | 20.0 |
| P.R./Cuban/Oth. | 19.9 | 20.9 | 21.1 | 20.6 | 20.7 | 16.9 | 17.8 | 18.1 | 18.3 | 17.9 |

**Table 3**
**Trends in Average ACT Composite Scores Across Five Years**
**By Level of High School Coursework and Racial-Ethnic Group**

| National Reference Group | Core or More | | Less Than Core | |
|---|---|---|---|---|
| | N | Composite | N | Composite |
| **All Graduates** | | | | |
| 1994 | 478885 | 22.0 | 359974 | 19.1 |
| 1995 | 529146 | 22.0 | 360925 | 19.1 |
| 1996 | 542136 | 22.0 | 354733 | 19.2 |
| 1997 | 566141 | 22.1 | 361947 | 19.3 |
| 1998 | 606406 | 22.1 | 354306 | 19.3 |
| **African-American/Black** | | | | |
| 1994 | 41533 | 18.0 | 39275 | 16.0 |
| 1995 | 48097 | 18.0 | 40099 | 15.9 |
| 1996 | 48321 | 17.9 | 38546 | 15.9 |
| 1997 | 50100 | 17.9 | 39696 | 16.0 |
| 1998 | 56544 | 17.9 | 41019 | 16.0 |
| **American Indian/Alaskan Native** | | | | |
| 1994 | 4995 | 20.0 | 5533 | 17.3 |
| 1995 | 5398 | 20.1 | 5509 | 17.4 |
| 1996 | 5655 | 20.2 | 5419 | 17.7 |
| 1997 | 5685 | 20.4 | 5414 | 17.6 |
| 1998 | 5587 | 20.4 | 4903 | 17.7 |
| **Caucasian-American/White** | | | | |
| 1994 | 356512 | 22.6 | 260155 | 19.8 |
| 1995 | 388508 | 22.6 | 257159 | 19.8 |
| 1996 | 398962 | 22.7 | 251375 | 19.9 |
| 1997 | 408851 | 22.8 | 250763 | 20.0 |
| 1998 | 444461 | 22.7 | 249092 | 20.0 |
| **Mexican-American/Chicano** | | | | |
| 1994 | 15411 | 19.6 | 13918 | 17.1 |
| 1995 | 13435 | 19.8 | 10801 | 17.2 |
| 1996 | 11753 | 19.8 | 9438 | 17.4 |
| 1997 | 11875 | 19.9 | 9475 | 17.4 |
| 1998 | 19028 | 19.6 | 14541 | 17.2 |
| **Asian-American/Pacific Islander** | | | | |
| 1994 | 17686 | 22.5 | 7952 | 19.9 |
| 1995 | 19237 | 22.4 | 7989 | 19.5 |
| 1996 | 19685 | 22.4 | 7676 | 19.7 |
| 1997 | 20201 | 22.5 | 7834 | 19.8 |
| 1998 | 22074 | 22.6 | 7886 | 20.0 |
| **Puerto Rican/Cuban/Other Hispanic** | | | | |
| 1994 | 8685 | 20.5 | 5950 | 17.6 |
| 1995 | 13585 | 19.9 | 9812 | 17.2 |
| 1996 | 14838 | 20.0 | 10462 | 17.4 |
| 1997 | 15693 | 20.1 | 10615 | 17.4 |
| 1998 | 10732 | 20.7 | 5893 | 17.9 |

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The data in Table 4 present the relationship between average ACT Composite scores and patterns of high school coursework across racial-ethnic groups **and** annual family income levels within each group.

**Table 4**
**Average ACT Composite Scores**
**By Level of High School Coursework, Racial-Ethnic Group**
**And Annual Family Income**

| 1998 | Annual Family Income | | | | | |
|---|---|---|---|---|---|---|
| **National** | **Less than $18,000** | | **$18,000-$35,999** | | **$36,000 or more** | |
| **Reference Group** | **N** | **Composite** | **N** | **Composite** | **N** | **Composite** |
| **All Graduates** | | | | | | |
| Total Group | 92562 | 18.5 | 217121 | 20.0 | 530981 | 22.0 |
| Core | 48614 | 19.5 | 126593 | 21.0 | 354544 | 22.8 |
| Less than Core | 42584 | 17.3 | 88368 | 18.5 | 172714 | 20.2 |
| **African-American/Black** | | | | | | |
| Total Group | 25328 | 16.2 | 32779 | 16.9 | 27521 | 18.3 |
| Core | 13353 | 16.9 | 18804 | 17.6 | 17582 | 19.0 |
| Less than Core | 11708 | 15.4 | 13653 | 15.9 | 9683 | 17.0 |
| **American Indian/Alaskan Native** | | | | | | |
| Total Group | 1979 | 17.6 | 3385 | 18.5 | 4256 | 20.3 |
| Core | 831 | 19.1 | 1688 | 19.8 | 2481 | 21.4 |
| Less than Core | 1034 | 16.6 | 1589 | 17.4 | 1693 | 18.8 |
| **Caucasian-American/White** | | | | | | |
| Total Group | 41771 | 20.2 | 140537 | 20.9 | 432125 | 22.2 |
| Core | 21842 | 21.4 | 82195 | 22.0 | 289468 | 23.1 |
| Less than Core | 19561 | 18.7 | 57388 | 19.3 | 140216 | 20.5 |
| **Mexican-American/Chicano** | | | | | | |
| Total Group | 7616 | 17.1 | 11198 | 18.2 | 11589 | 20.0 |
| Core | 3881 | 18.1 | 6132 | 19.1 | 7228 | 20.8 |
| Less than Core | 3685 | 16.1 | 4995 | 17.0 | 4304 | 18.5 |
| **Asian-American/Pacific Islander** | | | | | | |
| Total Group | 4578 | 18.9 | 7656 | 20.6 | 14798 | 23.5 |
| Core | 3026 | 19.6 | 5431 | 21.3 | 11270 | 24.0 |
| Less than Core | 1472 | 17.3 | 2083 | 19.0 | 3332 | 21.8 |
| **Puerto Rican/Cuban/Other Hispanic** | | | | | | |
| Total Group | 2923 | 17.6 | 5009 | 19.0 | 7169 | 21.1 |
| Core | 1527 | 18.7 | 3030 | 19.9 | 4977 | 21.9 |
| Less than Core | 1248 | 16.4 | 1847 | 17.5 | 2069 | 19.2 |

Each year ACT collects freshman course grades from hundreds of colleges and universities. Research has shown ACT-tested graduates typically have at least a 50 percent chance of receiving at least a "B" in the courses listed if they obtain the identified ACT score value or higher. The columns in the right side of the table present the percentages of ACT-tested graduates that earned a score at or above the typical cutoff score. For example, of those students who had core or more coursework, 83% had an ACT English score at or above 17.

**Table 5**
**Summary of Course Placement**
**Cutoff Scores**

| Course Type | ACT Assessment Test Variable | Typical Cutoff Score | Percent At or Above The Typical Cutoff Score | |
|---|---|---|---|---|
| | | | Those with Core Coursework | Those With Less than Core Coursework |
| English | | | | |
| Standard Composition | English | 17 | 83 | 63 |
| Advanced Composition | English | 20 | 64 | 40 |
| Literature | English | 21 | 56 | 33 |
| Mathematics | | | | |
| Elementary Algebra | Mathematics | 19 | 70 | 43 |
| Intermediate Algebra | Mathematics | 22 | 49 | 24 |
| College Algebra | Mathematics | 23 | 43 | 20 |
| Calculus | Mathematics | 27 | 20 | 8 |
| Science | | | | |
| Chemistry | Science Reasoning | 24 | 35 | 18 |
| Physics | Science Reasoning | 20 | 69 | 47 |

Academic success at specific colleges/universities depends on many factors, including the selectivity of the institution and the institution's grading practices. Based on the information presented above, the percentage of ACT-tested students who would likely receive at least a "B" in the identified courses is higher for those who completed the recommended core coursework. Students who earn ACT scores below those listed may need additional academic preparation to be successful in these typical college entry level courses.

Table 6 compares percentages of students choosing selected academic majors in 1994, 1996, and 1998. Overall the interest in most majors has been consistent during this period.

**Table 6**
**Percentages Choosing Selected Majors**
**By Graduation Year and Gender**

| National Reference Group | Men | Women | Total |
|---|---|---|---|
| **Business** | | | |
| 1994 | 14 | 13 | 13 |
| 1996 | 14 | 12 | 13 |
| 1998 | 14 | 11 | 12 |
| **Computer/Information Sciences** | | | |
| 1994 | 3 | 1 | 2 |
| 1996 | 4 | 1 | 3 |
| 1998 | 6 | 2 | 3 |
| **Education** | | | |
| 1994 | 5 | 12 | 9 |
| 1996 | 5 | 12 | 9 |
| 1998 | 5 | 13 | 10 |
| **Engineering** | | | |
| 1994 | 17 | 3 | 9 |
| 1996 | 17 | 3 | 9 |
| 1998 | 17 | 3 | 9 |
| **Health Professions** | | | |
| 1994 | 13 | 26 | 20 |
| 1996 | 13 | 27 | 21 |
| 1998 | 11 | 26 | 20 |

Table 7 presents the average ACT Composite scores for various racial-ethnic groups from 1994 to 1998. Trend information is provided for each reference group represented by 500 or more ACT-tested graduates each year. Over the five-year period, the national average composite score for all graduates has increased from 20.8 to 21.0. African-American and Asian-American scores have remained relatively stable. American Indian/Alaskan Native scores have steadily increased from 18.5 to 19.0 and Caucasian-American from 21.4 to 21.7. Mexican-American and Puerto Rican/Cuban/Other Hispanic scores have varied as the size of the tested group has increased or decreased.

**Table 7**
**Trends in Average ACT Composite Scores***

| National Reference Group | N | Composite |
|---|---|---|
| **All Graduates** | | |
| 1994 | 891714 | 20.8 |
| 1995 | 945369 | 20.8 |
| 1996 | 924663 | 20.9 |
| 1997 | 959301 | 21.0 |
| 1998 | 995039 | 21.0 |
| **African-American/Black** | | |
| 1994 | 81806 | 17.0 |
| 1995 | 89155 | 17.1 |
| 1996 | 87630 | 17.0 |
| 1997 | 90617 | 17.1 |
| 1998 | 100537 | 17.1 |
| **American Indian/Alaskan Native** | | |
| 1994 | 11026 | 18.5 |
| 1995 | 11361 | 18.6 |
| 1996 | 11580 | 18.8 |
| 1997 | 11509 | 19.0 |
| 1998 | 11132 | 19.0 |
| **Caucasian-American/White** | | |
| 1994 | 623366 | 21.4 |
| 1995 | 650664 | 21.5 |
| 1996 | 654377 | 21.6 |
| 1997 | 663878 | 21.7 |
| 1998 | 707496 | 21.7 |

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**Table 7**
**Trends in Average ACT Composite Scores***

| National Reference Group | N | Composite |
|---|---|---|
| **Mexican-American/Chicano** | | |
| 1994 | 29558 | 18.4 |
| 1995 | 24431 | 18.6 |
| 1996 | 21345 | 18.7 |
| 1997 | 21511 | 18.8 |
| 1998 | 34617 | 18.5 |
| **Asian-American/Pacific Islander** | | |
| 1994 | 26168 | 21.7 |
| 1995 | 27784 | 21.6 |
| 1996 | 27847 | 21.6 |
| 1997 | 28542 | 21.7 |
| 1998 | 30988 | 21.8 |
| **Puerto Rican/Cuban/Other Hispanic** | | |
| 1994 | 15119 | 19.3 |
| 1995 | 24054 | 18.7 |
| 1996 | 25857 | 18.9 |
| 1997 | 26841 | 19.0 |
| 1998 | 17500 | 19.6 |

*All average scores are on the scale for the Enhanced ACT Assessment. Annual national trends in ACT scores beginning with 1969-70 are available on request.

# News from ACT

**EMBARGOED FOR USE UNTIL 4:00 P.M. EDT, AUG. 18, 1998**

Hold for release: **4:00 p.m. EDT, Tuesday, August 18, 1998**

Contact: Kelley Hayden, 319-337-1028; night, weekend: 319-341-4214
**August 18 only**: 202-223-2318
e-mail: hayden@act.org, fax: 319-337-1014

**NOTE TO EDITORS/REPORTERS:** This news release and accompanying documents report information about 1998 high school graduates who took the ACT Assessment for college entrance. States, districts and schools receive similar information about their students. However, ACT releases only national and selected state data; ACT **does not release local district or school data**.

ACT Inc. is a nonprofit organization offering assessment programs and services designed to help individuals make decisions at key education and career transition points.

## MODEST GAINS IN ACT TEST SCORES

- **Achievement Tied to Advanced High School Courses**
- **Career Aspirations Don't Fit Projections**
- **More Minorities Tested; Most Scores Improve**

IOWA CITY, IOWA, August 18— While the national average composite score on the ACT, the entrance examination taken by nearly 60 percent of America's entering college freshmen, remained at 21.0, most subgroups of students made modest gains this year on one or more of the ACT tests in English, mathematics, reading and science reasoning.

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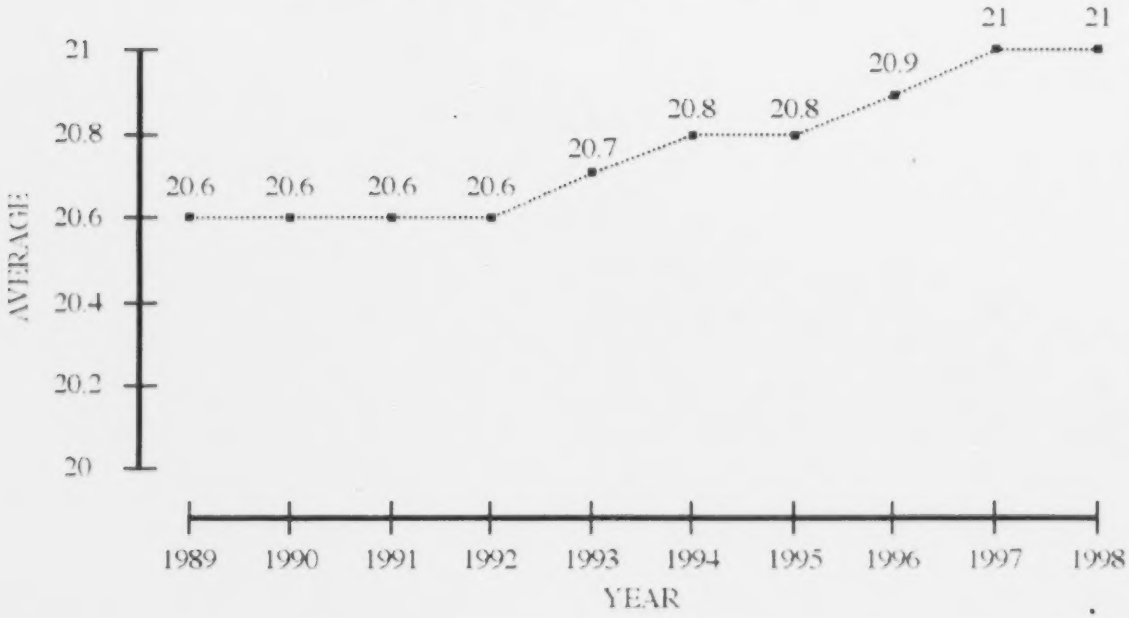
The national average score was derived from the individual composite scores of the nearly one million 1998 high school graduates who took the ACT Assessment. The ACT score range is 1-36. In addition to a composite score, students receive separate scores in each subject area.

For a record nine consecutive years, the ACT national average has either remained constant or increased slightly.

**ACT Assessment National Composite Averages, 1989 - 1998**




According to an announcement today from ACT President Richard L. Ferguson, this unprecedented trend in the national average score is good news for those concerned about student achievement.

"More students than ever before are taking the ACT," Ferguson said. "We tested a record 995,000 graduates this year, an increase of 35,000 over 1997 and of nearly 200,000 since the beginning of the decade. Whenever there's a substantial increase in the number of students tested, the additional students must be at least as well-prepared as those tested earlier or the average score will drop. So the fact that the national average has remained steady or increased slightly while the tested population has grown is positive."

Ferguson attributed this trend in ACT-score averages to greater numbers of high school students taking higher-level courses in the academic areas measured by the ACT and required for most college freshmen.

"This period of steady or increasing scores coincides with nationwide efforts to emphasize the need for more demanding college-preparatory coursework," Ferguson said. "That emphasis seems to be producing results."

Research consistently shows that participation in college-preparatory courses is the factor most strongly associated with higher ACT scores, which predict performance in the first year of college. The ACT measures students' levels of development in the subject areas required of most college freshmen.

Large differences between the average scores of students who've taken high-level courses and those who haven't are seen among both males and females, in all racial/ethnic groups and at all socioeconomic levels. These differences relate directly to probabilities of success in the first year of college.

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*** Achievement Tied to Advanced High School Courses**

"Adequate preparation for college is not simply a matter of taking a certain number of courses in each subject area," Ferguson added. "Rather, it's a matter of taking the right courses in each sequence, especially the higher-level courses.

"Students who study algebra 1 and geometry, for example, may feel that that's enough math. But every year their average scores indicate that they're not ready for college-level work. Even those who take algebra 2 score below the average. Students who take at least one other course beyond algebra 2 perform at much higher levels on the ACT math test. They also achieve higher average composite scores, and they are the most likely to qualify for a scholarship and to have a successful first year in college."

**Average ACT Scores for Selected Mathematics Course Sequences**

| High School Math Course Sequence | ACT Math Average | ACT Composite Average |
|---|---|---|
| Alg 1, Geom, Alg 2, Trig, Calc or Other Advanced | 23.5 | 23.3 |
| Alg 1, Geom, Alg 2, Trig or Other Advanced | 20.6 | 21.1 |
| Alg 1, Geom, Alg 2 | 17.8 | 18.7 |
| Less Than Three Years of Math | 16.4 | 17.2 |

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This relationship between higher-level courses and better preparation for college also holds in science and in English and the social sciences.

**Average ACT Scores for Selected Science Course Sequences**

| High School Science Course Sequences | ACT Science Reasoning Average | ACT Composite Average |
|---|---|---|
| General Science, Biology, Chemistry, Physics | 23.0 | 23.1 |
| General Science, Biology, Chemistry | 20.3 | 20.1 |
| Less Than 3 Years of Natural Science | 18.9 | 18.5 |

"Being ill-prepared for the required academic work is one of the chief reasons students drop out of college during their first year," Ferguson said. "But students can become better prepared relatively easily. First, they need to know that each sequence of courses is like a ladder they can climb as high as they like, each rung representing greater chances of later success. Armed with this knowledge, students can see quite clearly the choices they need to make to better prepare themselves for their first-year college courses."

*** Career Aspirations Don't Fit Projections**

Ferguson highlighted other ACT information suggesting that, in addition to college preparation, students need additional help with career planning.

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"Students' current career aspirations seem to be somewhat out of sync with the jobs that will be available for many of them," Ferguson said. "Every year about 42 percent of the students tell us they need more assistance with educational and occupational planning. And when we compare their vocational choices with what we know about the jobs that will probably be available to them, we can see that even more students may actually need help.

"Large numbers are interested in entering crowded fields, where the available openings may decrease in the coming years, while fields that are projected to see major growth don't appear to be attracting students."

The Information Technology Association of America and Virginia Tech University recently conducted a study that found large and growing shortages of information technology professionals. Nearly 350,000 openings are currently available for computer programmers and engineers and systems analysts.

And in the latest Department of Labor projections, the three occupations that should grow fastest now through 2006 are all computer-related and require a bachelor's degree. In light of the openings and the growing demand, fewer students than might be hoped are leaning toward computer careers.

"As they have for years, most students say their first vocational choice is health, business or social sciences (largely psychology and law)," Ferguson said. "Only about 3 percent of this year's college-bound graduates picked computer and information science as their first vocational choice, and another

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six-tenths of 1 percent want to be computer engineers. These percentages haven't changed in 10 years— 4 percent of 1988 graduates chose computer and information science— yet the outlook for the computer field has changed dramatically."

**The 5 Occupations With the Fastest Employment Growth, 1996-2006***

| Occupation | Employment | | |
|---|---|---|---|
| | 1996 | 2006 | Change |
| Database administrators, computer support specialists and all other computer scientists | 212,000 | 461,000 | 118% |
| Computer Engineers | 216,000 | 451,000 | 109% |
| Systems Analysts | 506,000 | 1,025,000 | 103% |
| Personal and Home Care Aides | 202,000 | 374,000 | 85% |
| Physical & corrective therapy aides | 84,000 | 151,000 | 79% |

* Bureau of Labor Statistics, Department of Labor

**Top 5 Vocational Choices of 1998 ACT-Tested High School Graduates**

| Vocational Choice | Number of Students | Percent of Total |
|---|---|---|
| Health Sciences | 183,804 | 20.0 |
| Business & Management | 103,694 | 11.3 |
| Education/Teacher Education | 88,630 | 9.6 |
| Social Sciences | 79,170 | 8.6 |
| Engineering | 65,242 | 7.1 |

"Many students appear to have good underlying skills for computer-related careers," Ferguson said, "and their interests are similar to those of

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people who do well in that field. Perhaps they don't make it a vocational choice because they don't know enough about their opportunities or they have a stereotyped image of what it takes to succeed. It seems clear that all of us— educators, parents, policymakers— could do more to strengthen students' preparation for life after high school.

"We need to help students start their career exploration at earlier points in their development— at least as early as the eighth grade. And we need to continue providing them with up-to-date college and career planning information so they can make better decisions that will benefit both themselves and the nation."

*** More Minorities Tested; Most Scores Improve**

The number of ACT-tested graduates placing themselves in an ethnic/racial minority group grew this year by 18,188, or 8.9 percent, over 1997. Improvements in most group scores accompanied this growth.

"Every minority group but Mexican Americans improved their average performance on at least one of the four subject tests," Ferguson said, "and maintained or increased their composite scores. The drop in Mexican American scores is troubling, but it appears to be a factor of the 61-percent increase in the number of Mexican Americans taking the tests. On the whole, the

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additional students don't appear to have been as well-prepared as last year's group."

**Changes in ACT Test Scores, 1997 to 1998, by Racial/Ethnic Group**

| Racial/Ethnic Group | English | Math | Reading | Science Reasoning | Comp. |
|---|---|---|---|---|---|
| African American | =* | = | +0.1 | -0.1 | = |
| Asian American | +0.1 | +0.1 | +0.1 | = | + 0.1 |
| Caucasian | = | +0.2 | -0.1 | = | = |
| Mexican American | -0.3 | -0.3 | -0.2 | -0.2 | -0.3 |
| Native American | +0.1 | +0.1 | = | = | = |
| Puerto Rican/Cuban | +0.6 | +0.6 | +0.8 | +0.5 | +0.6 |

* Indicates no change.

Ferguson pointed to the large score increases for Puerto Rican/Cuban students and the decreases for Mexican American/Chicano students as further evidence of the connection between higher-level academic preparation and higher achievement on the college-entrance exam.

"The changes in the Hispanic scores are the most noticeable," Ferguson said. "These days we seldom see one-year increases as large as one-half to eight-tenths of a point or decreases of two- to three-tenths of a point.

"Looking for possible explanations, we see the very large growth since 1997 in Mexican Americans and the significant decline in Puerto

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Rican/Cubans. Then the question becomes: Have these changes in the numbers of students affected the relative levels of preparation of the two groups?"

And the answer, Ferguson said, is: "Yes. Changes in preparation levels are evident. As we've said, courses beyond algebra 2 are associated with much better test performance by both individuals and groups, and the Puerto Rican/Cuban percentage taking those higher-level math courses increased this year. On the other hand, taking fewer than three math courses is associated with much lower performance, and here the percentage of Puerto Rican/Cuban students dropped."

Mexican Americans reported a drop, rather than an increase, in the percentage taking math courses beyond algebra 2, and an increase in the percentage stopping before or at algebra 2. They also reported course-taking patterns in science that are associated with lower achievement levels: an increase in the percentage taking only one or two years of science and a decrease in the percentage taking physics. Puerto Rican/Cubans were just the opposite, the percentage taking too little science decreasing and the percentage taking physics increasing.

Among 1998 ACT-tested graduates reporting their racial/ethnic status, 23.9 percent identified themselves as members of a minority group. This is an increase of 0.4 percent over 1997 and an all-time high.

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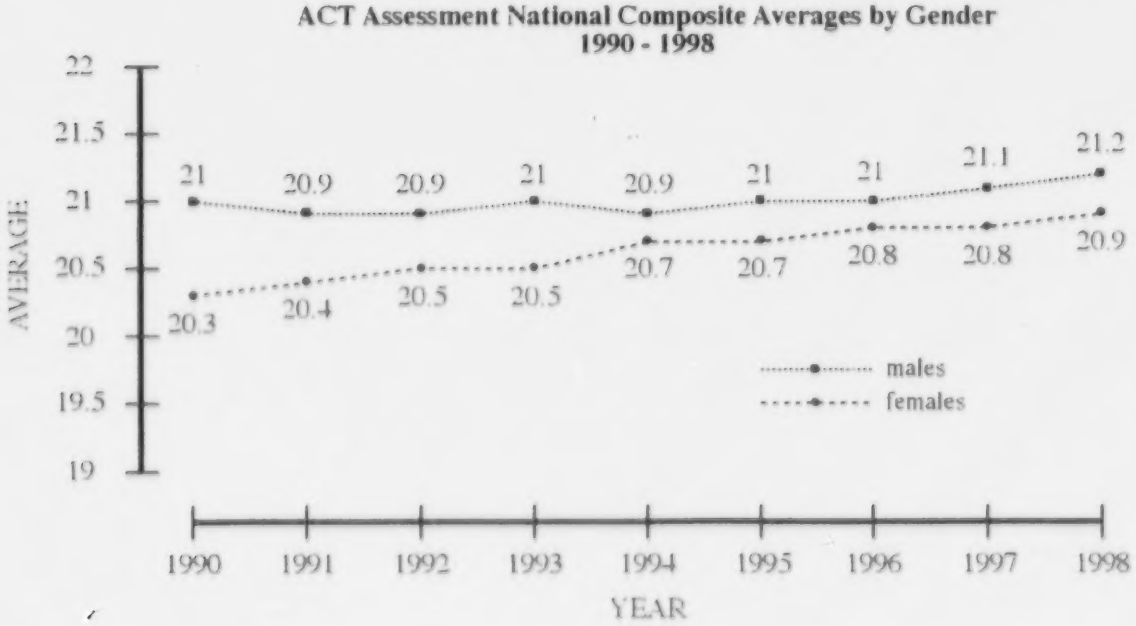
**Additional ACT data of interest from the 1998 report:**

- Although the number of females tested in 1998 increased by 24,000, the numbers taking less than three years of math and less than three years of science both decreased by about 3,000. Slightly more females than males now take trigonometry and chemistry. Males continue to take more calculus and physics, but the differences between the composite scores of males and females over the last five years are the narrowest ever. The distributions of male and female scores overlap to the extent that there is little practical difference.

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- Females increased their English score from 20.7 to 20.8, their math score from 20.1 to 20.2 and their reading score from 21.5 to 21.6. They remained at 20.6 in science reasoning.
- As a group, this year's graduates increased their scores on most of the ACT subject-area tests: in English, from 20.3 to 20.4; in math, from 20.6 to 20.8; and in reading, from 21.3 to 21.4. This is the first time in five years that graduates have raised their average scores in as many as three of the four subjects at once. The average score on the science reasoning test remained at 21.0.

**Average ACT Subject Test Scores, 1993-98**

| | 1993 | 1994 | 1995 | 1996 | 1997 | 1998 |
|---|---|---|---|---|---|---|
| English | 20.3 | 20.3 | 20.2 | 20.3 | 20.3 | 20.4 |
| Mathematics | 20.1 | 20.2 | 20.2 | 20.2 | 20.6 | 20.8 |
| Reading | 21.2 | 21.2 | 21.3 | 21.3 | 21.3 | 21.4 |
| Science Reasoning | 20.8 | 20.9 | 21.0 | 21.1 | 21.1 | 21.1 |

# # #

THE STATISTICS IN THIS REPORT REFLECT THE CHARACTERISTICS OF THE STUDENTS AT YOUR SCHOOL WHO TOOK THE ACT ASSESSMENT DURING THEIR SOPHOMORE, JUNIOR OR SENIOR YEAR AND GRADUATED IN 1998. DEPENDING ON THE PROPORTION OF STUDENTS WHO TOOK THE ASSESSMENT, THE DATA MAY OR MAY NOT REFLECT THE CHARACTERISTICS OF YOUR COLLEGE BOUND STUDENTS. ASSISTANCE IN UNDERSTANDING THIS REPORT AND APPLYING THE RESULTS AT YOUR SCHOOL IS PROVIDED IN THE PUBLICATION, YOUR COLLEGE-BOUND STUDENTS: INTERPRETIVE GUIDE TO THE ACT HIGH SCHOOL PROFILE SERVICE.


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## National

The table below compares the average ACT scores for your students who reported they completed the recommended core college preparatory curriculum with those who had not. Please note that your State Department of Education may have a different definition of the college preparatory courses and may, therefore publish reports showing slightly different data.

| | Those with core or more | | | | | | Those with less than core | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Reference Year | N | Eng | Math | Rdng | Sci R | Comp | N | Eng | Math | Rdng | Sci R | Comp |
| 1993-94 | 478885 | 21.5 | 21.5 | 22.5 | 22.1 | 22.0 | 359974 | 18.6 | 18.3 | 19.6 | 19.5 | 19.1 |
| 1994-95 | 529146 | 21.4 | 21.5 | 22.4 | 22.0 | 22.0 | 360925 | 18.5 | 18.3 | 19.6 | 19.5 | 19.1 |
| 1995-96 | 542136 | 21.5 | 21.5 | 22.5 | 22.1 | 22.0 | 354733 | 18.6 | 18.4 | 19.7 | 19.6 | 19.2 |
| 1996-97 | 566141 | 21.5 | 21.8 | 22.5 | 22.1 | 22.1 | 361947 | 18.6 | 18.7 | 19.7 | 19.6 | 19.3 |
| 1997-98 | 606406 | 21.5 | 22.0 | 22.4 | 22.0 | 22.1 | 354306 | 18.6 | 18.9 | 19.7 | 19.6 | 19.3 |

Below are listed the summary statistics for all of your ACT-tested graduates on all five scores.

| Reference Year | N | English | Mathematics | Reading | Sci Reas | Composite |
|---|---|---|---|---|---|---|
| 1993-94 | 891714 | 20.3 | 20.2 | 21.2 | 20.9 | 20.8 |
| 1994-95 | 945369 | 20.2 | 20.2 | 21.3 | 21.0 | 20.8 |
| 1995-96 | 924663 | 20.3 | 20.2 | 21.3 | 21.1 | 20.9 |
| 1996-97 | 959301 | 20.3 | 20.6 | 21.3 | 21.1 | 21.0 |
| 1997-98 | 995039 | 20.4 | 20.8 | 21.4 | 21.1 | 21.0 |

Below are listed the ACT quartile values for all of your 1998 ACT-tested graduates on all five scores.

| Quartile* | English | Mathematics | Reading | Sci Reas | Composite |
|---|---|---|---|---|---|
| Q3 (75th percentile) | 24.3 | 24.5 | 25.4 | 24.1 | 24.3 |
| Q2 (50th percentile - median) | 20.1 | 19.8 | 21.1 | 20.8 | 20.7 |
| Q1 (25th percentile) | 16.5 | 16.8 | 16.9 | 17.8 | 17.5 |

* The quartile values are interpolated and are based upon calculated student percentile ranks which may differ from the cumulative percentages reported in the frequency distribution tables in the High School Profile Report

TABLE 1 AVERAGE ACT SCORES BY ACADEMIC PREPARATION FOR DIFFERENT ETHNIC GROUPS

| | AFRI-AM/ BLACK MEAN | AM IND/ ALSK NTV MEAN | CAUC AM/ WHITE MEAN | MEX AM/ CHICANO MEAN | ASIAN AM/ PAC ISLDR MEAN | P RICAN/ HISPANIC MEAN |
|---|---|---|---|---|---|---|
| CORE OR MORE | (N= 56544) | (N= 5587) | (N=444461) | (N= 19028) | (N= 22074) | (N= 10732) |
| ENGLISH | 17.5 | 19.7 | 22.2 | 18.7 | 21.3 | 19.9 |
| USAGE/MECH | 8.4 | 9.7 | 11.3 | 9.2 | 10.7 | 9.9 |
| RHET SKILLS | 9.1 | 10.2 | 11.5 | 9.6 | 11.0 | 10.2 |
| MATHEMATICS | 17.7 | 20.0 | 22.5 | 19.8 | 24.2 | 20.9 |
| PRE/ELEM-ALG | 8.9 | 10.5 | 12.1 | 10.3 | 12.8 | 11.0 |
| ALG/CRD-GEOM | 8.7 | 9.9 | 11.1 | 9.7 | 12.1 | 10.3 |
| PLANE GEOM/TRIG | 8.7 | 10.3 | 11.6 | 10.1 | 12.5 | 10.7 |
| READING | 18.1 | 20.8 | 23.1 | 19.7 | 22.1 | 21.1 |
| SOC STU/SCI | 8.8 | 10.4 | 11.5 | 9.7 | 11.0 | 10.4 |
| ARTS/LITERATURE | 9.5 | 10.8 | 12.1 | 10.3 | 11.6 | 11.1 |
| SCI REASONING | 18.0 | 20.7 | 22.6 | 19.7 | 22.2 | 20.6 |
| COMPOSITE | 17.9 | 20.4 | 22.7 | 19.6 | 22.6 | 20.7 |
| LESS THAN CORE | (N= 41019) | (N= 4903) | (N=249092) | (N= 14541) | (N= 7886) | (N= 5893) |
| ENGLISH | 15.1 | 16.7 | 19.4 | 16.2 | 18.6 | 16.9 |
| USAGE/MECH | 7.0 | 7.9 | 9.6 | 7.6 | 9.1 | 8.1 |
| RHET SKILLS | 7.9 | 8.6 | 10.0 | 8.4 | 9.6 | 8.7 |
| MATHEMATICS | 15.8 | 17.1 | 19.4 | 17.1 | 21.4 | 17.8 |
| PRE/ELEM-ALG | 7.4 | 8.4 | 10.1 | 8.5 | 11.0 | 8.8 |
| ALG/CRD-GEOM | 7.6 | 8.3 | 9.5 | 8.3 | 10.7 | 8.7 |
| PLANE GEOM/TRIG | 7.8 | 8.7 | 10.0 | 8.7 | 11.0 | 9.0 |
| READING | 16.1 | 18.1 | 20.4 | 17.4 | 19.3 | 18.1 |
| SOC STU/SCI | 7.9 | 9.0 | 10.2 | 8.5 | 9.6 | 8.9 |
| ARTS/LITERATURE | 8.1 | 9.1 | 10.6 | 8.9 | 9.8 | 9.3 |
| SCI REASONING | 16.4 | 18.3 | 20.3 | 17.7 | 20.1 | 18.3 |
| COMPOSITE | 16.0 | 17.7 | 20.0 | 17.2 | 20.0 | 17.9 |
| NO RESPONSE | (N= 2974) | (N= 642) | (N= 13943) | (N= 1048) | (N= 1028) | (N= 875) |

TABLE 1 (CONTINUED)

| | AFRI-AM/ BLACK MEAN | AM IND/ ALSK NTV MEAN | CAUC AM/ WHITE MEAN | MEX AM/ CHICANO MEAN | ASIAN AM/ PAC ISLDR MEAN | P RICAN/ HISPANIC MEAN |
|---|---|---|---|---|---|---|
| TOTAL GROUP | (N=100537) | (N= 11132) | (N=707496) | (N= 34617) | (N= 30988) | (N= 17500) |
| ENGLISH | 16.4 | 18.1 | 21.2 | 17.5 | 20.5 | 18.7 |
| USAGE/MECH | 7.7 | 8.8 | 10.7 | 8.5 | 10.3 | 9.2 |
| RHET SKILLS | 8.6 | 9.4 | 10.9 | 9.0 | 10.6 | 9.7 |
| MATHEMATICS | 16.9 | 18.6 | 21.4 | 18.6 | 23.4 | 19.7 |
| PRE/ELEM-ALG | 8.3 | 9.4 | 11.4 | 9.5 | 12.3 | 10.2 |
| ALG/CRD-GEOM | 8.3 | 9.0 | 10.5 | 9.1 | 11.7 | 9.7 |
| PLANE GEOM/TRIG | 8.3 | 9.5 | 11.0 | 9.5 | 12.1 | 10.1 |
| READING | 17.2 | 19.4 | 22.1 | 18.7 | 21.3 | 19.9 |
| SOC STU/SCI | 8.4 | 9.7 | 11.0 | 9.2 | 10.6 | 9.8 |
| ARTS/LITERATURE | 8.9 | 9.9 | 11.6 | 9.7 | 11.1 | 10.4 |
| SCI REASONING | 17.3 | 19.4 | 21.8 | 18.8 | 21.6 | 19.7 |
| COMPOSITE | 17.1 | 19.0 | 21.7 | 18.5 | 21.8 | 19.6 |

TABLE 2 AVERAGE ACT COMPOSITE SCORES BY ABILITY LEVEL FOR DIFFERENT ETHNIC GROUPS

| | AFRI-AM/ BLACK N MEAN | AM IND/ ALSK NTV N MEAN | CAUC AM/ WHITE N MEAN | MEX AM/ CHICANO N MEAN | ASIAN AM/ PAC ISLDR N MEAN | P RICAN/ HISPANIC N MEAN |
|---|---|---|---|---|---|---|
| HIGH SCHOOL AVERAGE | | | | | | |
| 3.50 - 4.00 | 13421 20.5 | 2792 22.4 | 260797 24.6 | 8774 21.2 | 14229 24.4 | 4466 22.9 |
| 3.00 - 3.49 | 24987 18.0 | 2795 19.4 | 194454 21.3 | 10418 18.6 | 8538 20.7 | 4926 19.8 |
| 2.50 - 2.99 | 27047 16.6 | 2326 17.7 | 126543 19.5 | 7561 17.3 | 3997 18.7 | 3750 18.2 |
| 2.00 - 2.49 | 19575 15.6 | 1387 16.6 | 65002 18.2 | 3596 16.5 | 1756 17.3 | 1976 17.0 |
| 1.99 & BELOW | 6128 14.9 | 526 15.7 | 18250 17.1 | 1086 15.9 | 425 16.7 | 613 16.1 |
| CGPA PRED BY STUDENT | | | | | | |
| 3.5 - 4.0 | 12673 20.2 | 1965 22.9 | 181787 25.3 | 6117 21.7 | 11885 24.8 | 4165 23.0 |
| 3.0 - 3.4 | 34702 17.9 | 4021 19.7 | 282634 21.8 | 13763 18.9 | 11273 21.0 | 6985 19.7 |
| 2.5 - 2.9 | 25804 16.4 | 2433 17.7 | 136481 19.5 | 8051 17.2 | 4166 18.6 | 3550 17.8 |
| 2.0 - 2.4 | 16893 15.2 | 1565 16.2 | 61505 17.8 | 3846 16.1 | 1671 17.2 | 1562 16.2 |
| 1.9 & BELOW | 4217 14.4 | 489 14.9 | 12859 16.7 | 825 15.3 | 404 16.2 | 343 15.2 |
| HIGH SCHOOL RANK | | | | | | |
| TOP QUARTER | 24657 19.4 | 3979 21.4 | 316591 24.3 | 11619 20.9 | 15644 24.3 | 6342 22.4 |
| 2ND QUARTER | 36084 16.9 | 3790 18.3 | 232035 20.3 | 12028 17.8 | 8791 19.8 | 5986 18.7 |
| BOTTOM HALF | 30711 15.7 | 2473 16.6 | 116163 18.2 | 8121 16.5 | 4421 17.7 | 3741 17.0 |

TABLE 3 STUDENT SATISFACTION WITH VARIOUS ASPECTS OF THE LOCAL HIGH SCHOOL

| | | SATISFIED NO CHANGE NECESSARY | | PRETTY MUCH NEUTRAL | | DISSATISFIED IMPROVEMENT NEEDED | | NO EXPER-IENCE | |
|---|---|---|---|---|---|---|---|---|---|
| | | FREQ | PC | FREQ | PC | FREQ | PC | FREQ | PC |
| CLASSROOM | MALE | 222788 | 22 | 120426 | 12 | 43501 | 4 | 2264 | 0 |
| INSTRUCTION | FEMALE | 286654 | 29 | 166116 | 17 | 71666 | 7 | 2196 | 0 |
| | TOTAL | 509442 | 51 | 286542 | 29 | 115167 | 12 | 4460 | 0 |
| NO. & VARIETY | MALE | 207878 | 21 | 88787 | 9 | 89502 | 9 | 2888 | 0 |
| OF COURSE | FEMALE | 264275 | 27 | 106746 | 11 | 152671 | 15 | 3153 | 0 |
| OFFERINGS | TOTAL | 472153 | 47 | 195533 | 20 | 242173 | 24 | 6041 | 1 |
| GRADING | MALE | 194675 | 20 | 124326 | 12 | 65850 | 7 | 3903 | 0 |
| PRACTICES & | FEMALE | 270878 | 27 | 161378 | 16 | 90417 | 9 | 3797 | 0 |
| POLICIES | TOTAL | 465553 | 47 | 285704 | 29 | 156267 | 16 | 7700 | 1 |
| NO. & KINDS | MALE | 191710 | 19 | 149824 | 15 | 44018 | 4 | 3049 | 0 |
| OF TESTS | FEMALE | 251609 | 25 | 203360 | 20 | 68410 | 7 | 2889 | 0 |
| GIVEN | TOTAL | 443319 | 45 | 353184 | 35 | 112428 | 11 | 5938 | 1 |
| GUIDANCE SERV | MALE | 201297 | 20 | 98580 | 10 | 72852 | 7 | 15795 | 2 |
| PROVIDED BY | FEMALE | 257003 | 26 | 120212 | 12 | 131141 | 13 | 17695 | 2 |
| TOTAL SCHOOL | TOTAL | 458300 | 46 | 218792 | 22 | 203993 | 21 | 33490 | 3 |
| SCHOOL RULES, | MALE | 143083 | 14 | 111110 | 11 | 127663 | 13 | 6403 | 1 |
| REGULATIONS, | FEMALE | 189136 | 19 | 148164 | 15 | 182854 | 18 | 5664 | 1 |
| & POLICIES | TOTAL | 332219 | 33 | 259274 | 26 | 310517 | 31 | 12067 | 1 |
| LIBRARY OR | MALE | 204330 | 21 | 110419 | 11 | 65997 | 7 | 7689 | 1 |
| LEARNING | FEMALE | 273524 | 27 | 145345 | 15 | 97580 | 10 | 9586 | 1 |
| CENTER | TOTAL | 477854 | 48 | 255764 | 26 | 163577 | 16 | 17275 | 2 |
| LABORATORY | MALE | 182235 | 18 | 117689 | 12 | 74082 | 7 | 14525 | 1 |
| FACILITIES | FEMALE | 229232 | 23 | 161929 | 16 | 111450 | 11 | 23434 | 2 |
| | TOTAL | 411467 | 41 | 279618 | 28 | 185532 | 19 | 37959 | 4 |
| PROVISIONS FOR | MALE | 139290 | 14 | 108611 | 11 | 40788 | 4 | 99817 | 10 |
| SPECIAL HELP IN | FEMALE | 182012 | 18 | 131377 | 13 | 70242 | 7 | 142363 | 14 |
| READING,MATH,ETC | TOTAL | 321302 | 32 | 239988 | 24 | 111030 | 11 | 242180 | 24 |
| PROVISIONS FOR | MALE | 210128 | 21 | 98787 | 10 | 42339 | 4 | 37391 | 4 |
| ACADEMICALLY | FEMALE | 291681 | 29 | 119376 | 12 | 70978 | 7 | 44148 | 4 |
| OUTSTANDING STU | TOTAL | 501809 | 50 | 218163 | 22 | 113317 | 11 | 81539 | 8 |
| ADEQUACY OF PROG | MALE | 155980 | 16 | 128219 | 13 | 72110 | 7 | 31436 | 3 |
| IN CAREER EDUC | FEMALE | 199305 | 20 | 153243 | 15 | 129011 | 13 | 43365 | 4 |
| & PLANNING | TOTAL | 355285 | 36 | 281462 | 28 | 201121 | 20 | 74801 | 8 |

TOTAL STUDENTS IN REPORT - 995039

TABLE 4 MEAN ACT SCORES, FREQUENCY DISTRIBUTIONS, AND CUMULATIVE PERCENTAGES FOR MALE AND FEMALE COMBINED (TOTAL)

| STD SCORE | ACT ENGLISH FREQ | PB | ACT MATHEMATICS FREQ | PB | ACT READING FREQ | PB | ACT SCI REASONING FREQ | PB | ACT COMPOSITE FREQ | PB |
|---|---|---|---|---|---|---|---|---|---|---|
| 36 | 844 | 99 | 3174 | 99 | 6603 | 99 | 3834 | 99 | 71 | 99 |
| 35 | 1478 | 99 | 492 | 99 | 11451 | 99 | 1606 | 99 | 664 | 99 |
| 34 | 4159 | 99 | 3379 | 99 | 16095 | 98 | 4044 | 99 | 2141 | 99 |
| 33 | 5760 | 99 | 4895 | 99 | 13651 | 97 | 5867 | 99 | 4788 | 99 |
| 32 | 5774 | 99 | 13778 | 99 | 10967 | 95 | 2684 | 98 | 8414 | 99 |
| 31 | 8969 | 98 | 17052 | 97 | 23296 | 94 | 13090 | 98 | 13181 | 98 |
| 30 | 22797 | 97 | 23327 | 96 | 20636 | 92 | 16617 | 97 | 18937 | 97 |
| 29 | 24401 | 95 | 26697 | 93 | 23101 | 90 | 20672 | 95 | 23231 | 95 |
| 28 | 28616 | 93 | 25129 | 91 | 42798 | 87 | 24279 | 93 | 30661 | 93 |
| 27 | 42874 | 90 | 39285 | 88 | 34836 | 83 | 27830 | 91 | 37945 | 90 |
| 26 | 42254 | 85 | 45126 | 84 | 41790 | 80 | 41853 | 88 | 44878 | 86 |
| 25 | 47733 | 81 | 48641 | 80 | 41652 | 75 | 60927 | 84 | 52613 | 81 |
| 24 | 60064 | 76 | 45637 | 75 | 69958 | 71 | 58891 | 78 | 60173 | 76 |
| 23 | 55758 | 70 | 49032 | 70 | 51304 | 64 | 76086 | 72 | 65918 | 70 |
| 22 | 54279 | 65 | 51967 | 65 | 65746 | 59 | 78439 | 64 | 71751 | 63 |
| 21 | 65487 | 59 | 50636 | 60 | 59440 | 52 | 84468 | 56 | 76737 | 56 |
| 20 | 74552 | 53 | 70222 | 55 | 61170 | 46 | 83965 | 48 | 79750 | 49 |
| 19 | 69991 | 45 | 78189 | 48 | 72618 | 40 | 82623 | 39 | 78541 | 41 |
| 18 | 66143 | 38 | 85680 | 40 | 45344 | 33 | 87285 | 31 | 76132 | 33 |
| 17 | 62963 | 31 | 89009 | 31 | 52632 | 28 | 73355 | 22 | 67875 | 25 |
| 16 | 61395 | 25 | 84547 | 22 | 44939 | 23 | 47218 | 15 | 58848 | 18 |
| 15 | 46044 | 19 | 60989 | 14 | 38348 | 19 | 40555 | 10 | 48449 | 12 |
| 14 | 39849 | 14 | 44023 | 8 | 41665 | 15 | 21447 | 6 | 35845 | 7 |
| 13 | 33502 | 10 | 22109 | 3 | 41130 | 11 | 18637 | 4 | 22517 | 4 |
| 12 | 24459 | 7 | 9045 | 1 | 32507 | 6 | 8806 | 2 | 10682 | 2 |
| 11 | 20358 | 5 | 2207 | 1 | 17088 | 3 | 5864 | 1 | 3270 | 1 |
| 10 | 11711 | 2 | 544 | 1 | 8309 | 1 | 2740 | 1 | 764 | 1 |
| 9 | 7579 | 1 | 136 | 1 | 3023 | 1 | 837 | 1 | 196 | 1 |
| 8 | 3614 | 1 | 42 | 1 | 1325 | 1 | 332 | 1 | 47 | 1 |
| 7 | 1189 | 1 | 23 | 1 | 932 | 1 | 117 | 1 | 11 | 1 |
| 6 | 297 | 1 | 8 | 1 | 356 | 1 | 45 | 1 | 7 | 1 |
| 5 | 101 | 1 | 8 | 1 | 184 | 1 | 16 | 1 | 1 | 1 |
| 4 | 30 | 1 | 5 | 1 | 69 | 1 | 3 | 1 | 0 | 1 |
| 3 | 10 | 1 | 4 | 1 | 57 | 1 | 7 | 1 | 1 | 1 |
| 2 | 5 | 1 | 0 | 1 | 16 | 1 | 0 | 1 | 0 | 1 |
| 1 | 0 | 1 | 2 | 1 | 3 | 1 | 0 | 1 | 0 | 1 |
| FREQUENCIES AND PERCENTAGES OF SCORES IN FOUR INTERVALS | | | | | | | | | | |
| 28-36 | 102798 | 10 | 117923 | 12 | 168598 | 17 | 92693 | 9 | 102088 | 10 |
| 23-27 | 248683 | 25 | 227721 | 23 | 239540 | 24 | 265587 | 27 | 261527 | 26 |
| 18-22 | 330452 | 33 | 336694 | 34 | 304318 | 31 | 416780 | 42 | 382911 | 38 |
| 1-17 | 313106 | 31 | 312701 | 31 | 282583 | 28 | 219979 | 22 | 248513 | 25 |
| MEAN | 20.4 | | 20.8 | | 21.4 | | 21.1 | | 21.0 | |
| S.D. | 5.4 | | 5.1 | | 6.0 | | 4.6 | | 4.7 | |

NUMBER OF STUDENTS - 995039

TABLE 5 DISTRIBUTIONS OF CUMULATIVE PERCENTAGES FOR ACT STANDARD SUBSCORES

| STD SCORE | USAGE/MECH N | USAGE/MECH PB | RHET SKILLS N | RHET SKILLS PB | SOC STU/SCI N | SOC STU/SCI PB | ARTS/LIT N | ARTS/LIT PB | STD SCORE |
|---|---|---|---|---|---|---|---|---|---|
| 18 | 11114 | 99 | 5260 | 99 | 18287 | 99 | 34739 | 99 | 18 |
| 17 | 25285 | 99 | 18826 | 99 | 34087 | 98 | 60339 | 97 | 17 |
| 16 | 41998 | 96 | 24706 | 98 | 41830 | 95 | 62536 | 90 | 16 |
| 15 | 54503 | 92 | 50639 | 95 | 48931 | 91 | 71258 | 84 | 15 |
| 14 | 63385 | 87 | 64132 | 90 | 59804 | 86 | 69248 | 77 | 14 |
| 13 | 74171 | 80 | 87792 | 84 | 76373 | 80 | 79707 | 70 | 13 |
| 12 | 75691 | 73 | 114406 | 75 | 101903 | 72 | 92372 | 62 | 12 |
| 11 | 91880 | 65 | 124016 | 63 | 107501 | 62 | 89264 | 53 | 11 |
| 10 | 110305 | 56 | 113914 | 51 | 131467 | 51 | 95067 | 44 | 10 |
| 9 | 91223 | 45 | 137511 | 39 | 107813 | 38 | 77707 | 34 | 9 |
| 8 | 120492 | 36 | 112727 | 26 | 87217 | 27 | 68219 | 26 | 8 |
| 7 | 84468 | 24 | 66591 | 14 | 76093 | 18 | 58831 | 20 | 7 |
| 6 | 64311 | 15 | 41039 | 7 | 46707 | 10 | 58982 | 14 | 6 |
| 5 | 48284 | 9 | 22479 | 3 | 29390 | 6 | 37372 | 8 | 5 |
| 4 | 26629 | 4 | 7179 | 1 | 15637 | 3 | 22273 | 4 | 4 |
| 3 | 8587 | 1 | 3096 | 1 | 7405 | 1 | 10631 | 2 | 3 |
| 2 | 2416 | 1 | 635 | 1 | 3033 | 1 | 5669 | 1 | 2 |
| 1 | 297 | 1 | 91 | 1 | 1561 | 1 | 825 | 1 | 1 |
| MEAN | 10.2 | | 10.5 | | 10.6 | | 11.2 | | |
| S.D. | 3.5 | | 2.9 | | 3.4 | | 3.8 | | |

| STD SCORE | PRE/ELEM ALG N | PRE/ELEM ALG PB | ALG/CRD-GEOM N | ALG/CRD-GEOM PB | PLN GEOM/TRIG N | PLN GEOM/TRIG PB | STD SCORE |
|---|---|---|---|---|---|---|---|
| 18 | 36912 | 99 | 13873 | 99 | 17467 | 99 | 18 |
| 17 | 42407 | 96 | 2944 | 99 | 328 | 98 | 17 |
| 16 | 25648 | 92 | 22864 | 98 | 37498 | 98 | 16 |
| 15 | 57867 | 89 | 30858 | 96 | 59388 | 94 | 15 |
| 14 | 76185 | 84 | 74763 | 93 | 73224 | 88 | 14 |
| 13 | 90775 | 76 | 77564 | 85 | 97615 | 81 | 13 |
| 12 | 74452 | 67 | 88221 | 78 | 87429 | 71 | 12 |
| 11 | 111951 | 59 | 133779 | 69 | 98858 | 63 | 11 |
| 10 | 103612 | 48 | 132148 | 55 | 157995 | 53 | 10 |
| 9 | 120679 | 38 | 154407 | 42 | 145133 | 37 | 9 |
| 8 | 93283 | 26 | 110542 | 26 | 101091 | 22 | 8 |
| 7 | 74446 | 16 | 62616 | 15 | 44532 | 12 | 7 |
| 6 | 43299 | 9 | 28221 | 9 | 34682 | 7 | 6 |
| 5 | 28308 | 4 | 31693 | 6 | 18120 | 4 | 5 |
| 4 | 11102 | 2 | 20216 | 3 | 8423 | 2 | 4 |
| 3 | 2891 | 1 | 4969 | 1 | 6123 | 1 | 3 |
| 2 | 1130 | 1 | 3044 | 1 | 5392 | 1 | 2 |
| 1 | 92 | 1 | 2317 | 1 | 1741 | 1 | 1 |
| MEAN | 10.9 | | 10.2 | | 10.7 | | |
| S.D. | 3.4 | | 3.0 | | 3.0 | | |

NUMBER OF STUDENTS - 995039

TABLE 6 MEAN ACT SCORES AND STANDARD DEVIATIONS FOR MALES AND FEMALES

| | ACT ENGLISH | ACT MATHEMATICS | ACT READING | ACT SCI REASONING | ACT COMPOSITE |
|---|---|---|---|---|---|
| MALES (N=430724) | | | | | |
| MEAN | 19.9 | 21.5 | 21.1 | 21.8 | 21.2 |
| S.D. | 5.4 | 5.3 | 6.2 | 4.9 | 4.9 |
| FEMALES (N=564315) | | | | | |
| MEAN | 20.8 | 20.2 | 21.6 | 20.6 | 20.9 |
| S.D. | 5.4 | 4.8 | 5.9 | 4.3 | 4.6 |

PERCENTAGES OF STUDENTS IN TEST SCORE INTERVALS

| SCORE INTERVAL | M | F | M | F | M | F | M | F | M | F |
|---|---|---|---|---|---|---|---|---|---|---|
| 28-36 | 9 | 11 | 16 | 9 | 17 | 17 | 13 | 7 | 12 | 9 |
| 23-27 | 23 | 27 | 25 | 21 | 23 | 25 | 29 | 25 | 26 | 26 |
| 18-22 | 33 | 33 | 33 | 35 | 30 | 31 | 39 | 44 | 37 | 40 |
| 1-17 | 35 | 29 | 27 | 35 | 31 | 27 | 19 | 24 | 25 | 25 |

TABLE 7 EXPRESSED ADEQUACY OF HS EDUCATION ACCORDING TO HS CURRICULUM OR PROGRAM

| EXPRESSED ADEQUACY | TOTAL FREQ | PC | AVG ACT COMP | BUS-COMM FREQ | PC | VOC-OCC FREQ | PC | COL PREP FREQ | PC | OTHER-GEN FREQ | PC |
|---|---|---|---|---|---|---|---|---|---|---|---|
| EXCELLENT | 168787 | 18 | 23.3 | 4658 | 11 | 6331 | 11 | 136102 | 22 | 21696 | 11 |
| GOOD | 394486 | 43 | 21.4 | 16412 | 40 | 23122 | 40 | 276777 | 44 | 78175 | 41 |
| AVERAGE | 220730 | 24 | 19.5 | 12400 | 30 | 18474 | 32 | 128358 | 20 | 61498 | 32 |
| BELOW AVERAGE | 46739 | 5 | 19.3 | 2898 | 7 | 4354 | 8 | 26016 | 4 | 13471 | 7 |
| VERY INADEQUATE | 74316 | 8 | 20.9 | 3789 | 9 | 4800 | 8 | 52586 | 8 | 13141 | 7 |
| NO RESPONSE | 13709 | 1 | 20.9 | 588 | 1 | 823 | 1 | 9505 | 2 | 2793 | 1 |
| NO. OF STUDENTS | 918767 | | | 40745 | | 57904 | | 629344 | | 190774 | |

TABLE 8 AVERAGE ACT SCORES FOR DIFFERENT PATTERNS OF ACADEMIC PREPARATION

| REFERENCE GROUPS | N-COUNT | ENGLISH MEAN | ENGLISH SD | MATH MEAN | MATH SD | READING MEAN | READING SD | SCI REASONING MEAN | SCI REASONING SD | COMPOSITE MEAN | COMPOSITE SD |
|---|---|---|---|---|---|---|---|---|---|---|---|
| ALL GRADUATES | 995039 | 20.4 | 5.4 | 20.8 | 5.1 | 21.4 | 6.0 | 21.1 | 4.6 | 21.0 | 4.7 |
| COLLEGE CORE | | | | | | | | | | | |
| E4, M3, SS3, NS3 | 606406 | 21.5 | 5.2 | 22.0 | 5.0 | 22.4 | 5.9 | 22.0 | 4.5 | 22.1 | 4.6 |
| In between | 256498 | 19.1 | 5.2 | 19.2 | 4.6 | 20.1 | 5.8 | 20.0 | 4.3 | 19.7 | 4.4 |
| E4, M2, SS2, NS2 | 97808 | 17.2 | 5.0 | 17.9 | 4.4 | 18.5 | 5.6 | 18.8 | 4.3 | 18.2 | 4.3 |
| No Response | 34327 | 19.4 | 5.7 | 20.2 | 5.2 | 20.5 | 6.4 | 20.4 | 4.8 | 20.3 | 5.0 |
| HS GPA RANGES | | | | | | | | | | | |
| 3.50 - 4.00 | 329613 | 23.9 | 4.8 | 24.3 | 4.8 | 24.8 | 5.6 | 23.8 | 4.4 | 24.3 | 4.2 |
| 3.00 - 3.49 | 267981 | 20.2 | 4.6 | 20.4 | 4.3 | 21.1 | 5.4 | 20.9 | 4.0 | 20.8 | 3.9 |
| 2.50 - 2.99 | 186355 | 18.1 | 4.5 | 18.4 | 3.7 | 19.1 | 5.1 | 19.3 | 3.8 | 18.9 | 3.6 |
| 2.00 - 2.49 | 101787 | 16.6 | 4.3 | 17.2 | 3.2 | 17.6 | 4.9 | 18.2 | 3.6 | 17.5 | 3.4 |
| 1.99 & below | 29529 | 15.5 | 4.1 | 16.3 | 2.9 | 16.5 | 4.7 | 17.3 | 3.5 | 16.5 | 3.2 |

TABLE 9 HIGH SCHOOL GPA'S & ACT AVERAGE SCORES BY COMMON COURSE SEQUENCES (TOTAL)

| ENGLISH COURSE SEQUENCE | NUMBER OF STUDENTS | HS ENGLISH | ACT ENGLISH | ACT COMP |
|---|---|---|---|---|
| ENG 9, ENG 10, ENG 11, ENG 12, SPEECH | 318662 | 3.27 | 21.0 | 21.6 |
| ENG 9, ENG 10, ENG 11, ENG 12 | 593083 | 3.19 | 20.3 | 20.9 |
| LESS THAN 4 YEARS OF ENGLISH | 48188 | 2.99 | 18.3 | 19.4 |
| NO ENGLISH COURSE/GRADE INFORMATION REPORTED | 35106 | -.-- | 19.4 | 20.2 |

| MATHEMATICS COURSE SEQUENCE | NUMBER OF STUDENTS | HS MATH | ACT MATH | ACT COMP |
|---|---|---|---|---|
| ALG 1, ALG 2, GEOM, TRIG, CALC | 60350 | 3.52 | 25.2 | 24.5 |
| ALG 1, ALG 2, GEOM, TRIG, OTHER ADV MATH | 98905 | 3.23 | 22.5 | 22.6 |
| ALG 1, ALG 2, GEOM, TRIG | 104391 | 3.04 | 20.7 | 21.1 |
| ALG 1, ALG 2, GEOM, OTHER ADV MATH | 98992 | 3.02 | 20.5 | 21.0 |
| ALG 1, ALG 2, GEOM | 199525 | 2.60 | 17.8 | 18.7 |
| OTHER COMBINATIONS OF 3 OR MORE YEARS MATH | 282849 | 3.33 | 23.4 | 23.1 |
| LESS THAN 3 YEARS OF MATH | 112343 | 2.41 | 16.4 | 17.2 |
| NO MATH COURSE/GRADE INFORMATION REPORTED | 37684 | -.-- | 20.0 | 20.1 |

| SOCIAL SCIENCE COURSE SEQUENCE | NUMBER OF STUDENTS | HS SOC SCI | ACT READING | ACT COMP |
|---|---|---|---|---|
| US HIST, WORLD HIST, AM GOVT, OTHER HIST | 29095 | 3.36 | 22.3 | 21.9 |
| US HIST, WORLD HIST, AM GOVT | 66968 | 3.22 | 21.2 | 21.0 |
| OTHER COMBINATIONS OF 3 OR MORE YRS SOC SCI | 721495 | 3.35 | 21.6 | 21.2 |
| LESS THAN 3 YEARS OF SOC SCI | 140915 | 3.13 | 20.2 | 20.1 |
| NO SOC SCI COURSE/GRADE INFORMATION REPORTED | 36566 | -.-- | 20.4 | 20.2 |

| NATURAL SCIENCE COURSE SEQUENCE | NUMBER OF STUDENTS | HS NAT SCI | ACT SCI REAS | ACT COMP |
|---|---|---|---|---|
| GEN SCIENCE, BIOLOGY, CHEMISTRY, PHYSICS | 303800 | 3.39 | 22.8 | 22.8 |
| BIOLOGY, CHEMISTRY, PHYSICS | 108257 | 3.32 | 23.5 | 23.9 |
| GEN SCIENCE, BIOLOGY, CHEMISTRY | 309204 | 3.05 | 20.3 | 20.1 |
| OTHER COMBINATIONS OF 3 OR MORE YRS NAT SCI | 27747 | 3.11 | 20.9 | 20.7 |
| LESS THAN 3 YEARS OF NAT SCI | 209042 | 2.84 | 18.9 | 18.5 |
| NO NAT SCI COURSE/GRADE INFORMATION REPORTED | 36989 | -.-- | 20.3 | 20.2 |

TABLE 9 HIGH SCHOOL GPA'S & ACT AVERAGE SCORES BY COMMON COURSE SEQUENCES FOR MALES

| ENGLISH COURSE SEQUENCE | NUMBER OF STUDENTS | HS ENGLISH | ACT ENGLISH | ACT COMP |
|---|---|---|---|---|
| ENG 9, ENG 10, ENG 11, ENG 12, SPEECH | 133814 | 3.12 | 20.6 | 21.8 |
| ENG 9, ENG 10, ENG 11, ENG 12 | 254092 | 3.04 | 19.8 | 21.1 |
| LESS THAN 4 YEARS OF ENGLISH | 23644 | 2.84 | 17.9 | 19.5 |
| NO ENGLISH COURSE/GRADE INFORMATION REPORTED | 19174 | -.-- | 18.8 | 20.1 |

| MATHEMATICS COURSE SEQUENCE | NUMBER OF STUDENTS | HS MATH | ACT MATH | ACT COMP |
|---|---|---|---|---|
| ALG 1, ALG 2, GEOM, TRIG, CALC | 27648 | 3.48 | 26.0 | 24.8 |
| ALG 1, ALG 2, GEOM, TRIG, OTHER ADV MATH | 36889 | 3.15 | 23.2 | 22.7 |
| ALG 1, ALG 2, GEOM, TRIG | 42493 | 2.97 | 21.3 | 21.1 |
| ALG 1, ALG 2, GEOM, OTHER ADV MATH | 37181 | 2.94 | 21.1 | 21.0 |
| ALG 1, ALG 2, GEOM | 79234 | 2.52 | 18.2 | 18.6 |
| OTHER COMBINATIONS OF 3 OR MORE YEARS MATH | 136985 | 3.29 | 24.1 | 23.3 |
| LESS THAN 3 YEARS OF MATH | 49923 | 2.36 | 16.8 | 17.1 |
| NO MATH COURSE/GRADE INFORMATION REPORTED | 20371 | -.-- | 20.4 | 20.0 |

| SOCIAL SCIENCE COURSE SEQUENCE | NUMBER OF STUDENTS | HS SOC SCI | ACT READING | ACT COMP |
|---|---|---|---|---|
| US HIST, WORLD HIST, AM GOVT, OTHER HIST | 14399 | 3.29 | 22.0 | 22.0 |
| US HIST, WORLD HIST, AM GOVT | 32112 | 3.16 | 21.0 | 21.1 |
| OTHER COMBINATIONS OF 3 OR MORE YRS SOC SCI | 299719 | 3.29 | 21.4 | 21.4 |
| LESS THAN 3 YEARS OF SOC SCI | 64514 | 3.07 | 20.0 | 20.3 |
| NO SOC SCI COURSE/GRADE INFORMATION REPORTED | 19980 | -.-- | 20.0 | 20.1 |

| NATURAL SCIENCE COURSE SEQUENCE | NUMBER OF STUDENTS | HS NAT SCI | ACT SCI REAS | ACT COMP |
|---|---|---|---|---|
| GEN SCIENCE, BIOLOGY, CHEMISTRY, PHYSICS | 145377 | 3.35 | 23.5 | 23.1 |
| BIOLOGY, CHEMISTRY, PHYSICS | 48378 | 3.28 | 24.5 | 24.3 |
| GEN SCIENCE, BIOLOGY, CHEMISTRY | 114072 | 2.94 | 20.6 | 19.9 |
| OTHER COMBINATIONS OF 3 OR MORE YRS NAT SCI | 15073 | 3.07 | 21.6 | 21.0 |
| LESS THAN 3 YEARS OF NAT SCI | 87618 | 2.74 | 19.1 | 18.3 |
| NO NAT SCI COURSE/GRADE INFORMATION REPORTED | 20206 | -.-- | 20.6 | 20.1 |

TABLE 9 HIGH SCHOOL GPA'S & ACT AVERAGE SCORES BY COMMON COURSE SEQUENCES FOR FEMALES

| ENGLISH COURSE SEQUENCE | NUMBER OF STUDENTS | HS ENGLISH | ACT ENGLISH | ACT COMP |
|---|---|---|---|---|
| ENG 9, ENG 10, ENG 11, ENG 12, SPEECH | 184848 | 3.38 | 21.4 | 21.4 |
| ENG 9, ENG 10, ENG 11, ENG 12 | 338991 | 3.30 | 20.6 | 20.8 |
| LESS THAN 4 YEARS OF ENGLISH | 24544 | 3.14 | 18.7 | 19.3 |
| NO ENGLISH COURSE/GRADE INFORMATION REPORTED | 15932 | -.-- | 20.1 | 20.3 |

| MATHEMATICS COURSE SEQUENCE | NUMBER OF STUDENTS | HS MATH | ACT MATH | ACT COMP |
|---|---|---|---|---|
| ALG 1, ALG 2, GEOM, TRIG, CALC | 32702 | 3.55 | 24.6 | 24.4 |
| ALG 1, ALG 2, GEOM, TRIG, OTHER ADV MATH | 62016 | 3.27 | 22.0 | 22.6 |
| ALG 1, ALG 2, GEOM, TRIG | 61898 | 3.09 | 20.3 | 21.1 |
| ALG 1, ALG 2, GEOM, OTHER ADV MATH | 61811 | 3.07 | 20.2 | 21.0 |
| ALG 1, ALG 2, GEOM | 120291 | 2.65 | 17.5 | 18.8 |
| OTHER COMBINATIONS OF 3 OR MORE YEARS MATH | 145864 | 3.37 | 22.6 | 22.8 |
| LESS THAN 3 YEARS OF MATH | 62420 | 2.45 | 16.1 | 17.2 |
| NO MATH COURSE/GRADE INFORMATION REPORTED | 17313 | -.-- | 19.6 | 20.1 |

| SOCIAL SCIENCE COURSE SEQUENCE | NUMBER OF STUDENTS | HS SOC SCI | ACT READING | ACT COMP |
|---|---|---|---|---|
| US HIST, WORLD HIST, AM GOVT, OTHER HIST | 14696 | 3.42 | 22.6 | 21.8 |
| US HIST, WORLD HIST, AM GOVT | 34856 | 3.28 | 21.4 | 20.8 |
| OTHER COMBINATIONS OF 3 OR MORE YRS SOC SCI | 421776 | 3.38 | 21.8 | 21.1 |
| LESS THAN 3 YEARS OF SOC SCI | 76401 | 3.19 | 20.4 | 19.9 |
| NO SOC SCI COURSE/GRADE INFORMATION REPORTED | 16586 | -.-- | 20.9 | 20.3 |

| NATURAL SCIENCE COURSE SEQUENCE | NUMBER OF STUDENTS | HS NAT SCI | ACT SCI REAS | ACT COMP |
|---|---|---|---|---|
| GEN SCIENCE, BIOLOGY, CHEMISTRY, PHYSICS | 158423 | 3.43 | 22.0 | 22.6 |
| BIOLOGY, CHEMISTRY, PHYSICS | 59879 | 3.35 | 22.8 | 23.6 |
| GEN SCIENCE, BIOLOGY, CHEMISTRY | 195132 | 3.12 | 20.0 | 20.2 |
| OTHER COMBINATIONS OF 3 OR MORE YRS NAT SCI | 12674 | 3.16 | 20.2 | 20.4 |
| LESS THAN 3 YEARS OF NAT SCI | 121424 | 2.91 | 18.7 | 18.7 |
| NO NAT SCI COURSE/GRADE INFORMATION REPORTED | 16783 | -.-- | 19.9 | 20.3 |

TABLE 10 PERCENTAGE DISTRIBUTION OF PLANNED EDUCATIONAL MAJORS & VOCATIONAL CHOICES

| | NO. OF STU | AVG ACT COMP | PLANNED EDUC MAJOR CERTAINTY (PERCENT) VERY | FAIRLY | MALE EDUC MAJOR (PERCENT) | MALE 1ST VOC (PERCENT) | FEMALE EDUC MAJOR (PERCENT) | FEMALE 1ST VOC (PERCENT) | TOTAL EDUC MAJOR (PERCENT) | TOTAL 1ST VOC (PERCENT) |
|---|---|---|---|---|---|---|---|---|---|---|
| AGRIC & AG TECH | 20691 | 19.4 | 34 | 49 | 4 | 4 | 1 | 1 | 2 | 2 |
| ARCH & ENV DESIGN | 21200 | 20.9 | 37 | 49 | 3 | 3 | 2 | 2 | 2 | 2 |
| BUSINESS & MGMT | 103694 | 20.6 | 33 | 52 | 13 | 13 | 10 | 9 | 11 | 11 |
| BUSINESS & OFFICE | 8643 | 18.2 | 30 | 52 | 0 | 0 | 1 | 2 | 1 | 1 |
| MARKETING & DISTRIB | 5919 | 19.4 | 28 | 51 | 0 | 0 | 1 | 1 | 1 | 1 |
| COMM & COMM TECH | 37457 | 21.4 | 33 | 50 | 3 | 4 | 5 | 5 | 4 | 4 |
| COMM & PERSONAL SVCS | 30317 | 18.9 | 44 | 44 | 3 | 4 | 3 | 4 | 3 | 4 |
| COMPUTER & INFO SCI | 31973 | 21.4 | 40 | 49 | 6 | 6 | 2 | 2 | 3 | 3 |
| CROSS-DISC STUDIES | 812 | 23.0 | 18 | 46 | 0 | 0 | 0 | 0 | 0 | 0 |
| EDUCATION | 52593 | 20.3 | 46 | 43 | 2 | 2 | 8 | 9 | 6 | 6 |
| TEACHER EDUCATION | 36037 | 20.4 | 43 | 45 | 3 | 4 | 4 | 5 | 4 | 5 |
| ENGINEERING (PRE) | 65242 | 22.8 | 34 | 52 | 13 | 12 | 2 | 2 | 7 | 6 |
| ENGINEERING TECH | 15880 | 21.1 | 31 | 52 | 4 | 4 | 0 | 1 | 2 | 2 |
| FOREIGN LANGUAGES | 3503 | 23.4 | 34 | 48 | 0 | 0 | 1 | 0 | 0 | 0 |
| HEALTH SCIENCES | 183804 | 21.0 | 49 | 42 | 11 | 12 | 26 | 28 | 20 | 21 |
| HOME ECONOMICS | 7151 | 18.8 | 40 | 46 | 0 | 0 | 1 | 1 | 1 | 1 |
| LETTERS | 7093 | 24.7 | 30 | 52 | 1 | 0 | 1 | 1 | 1 | 1 |
| MATHEMATICS | 3672 | 24.4 | 25 | 52 | 0 | 0 | 0 | 0 | 0 | 0 |
| PHIL, RELIG & THEOL | 6046 | 22.4 | 47 | 39 | 1 | 1 | 0 | 0 | 1 | 1 |
| SCIENCES (BIO & PHY) | 46385 | 23.5 | 33 | 51 | 5 | 4 | 5 | 4 | 5 | 4 |
| SOCIAL SCIENCES | 79170 | 22.0 | 38 | 48 | 6 | 5 | 11 | 10 | 9 | 8 |
| TRADE & INDUSTRIAL | 10969 | 18.8 | 42 | 43 | 3 | 4 | 0 | 0 | 1 | 2 |
| VISUAL & PERF ARTS | 50203 | 21.3 | 44 | 43 | 5 | 6 | 6 | 6 | 5 | 6 |
| UNDECIDED | 91109 | 20.8 | 7 | 12 | 11 | 11 | 9 | 8 | 10 | 9 |
| NO RESP TO ED MAJOR | 75476 | | | | | | | | | |

TOTAL STUDENTS IN REPORT - 995039

TABLE 11 BACKGROUND INFORMATION ABOUT YOUR GRADUATING CLASS

| | NO. OF STU | MEAN ACT COMP | PC |
|---|---|---|---|
| HS CURRICULUM OR PROG | | | |
| BUS COMM/VOC-OCCUP | 98649 | 18.0 | 10 |
| COLL PREP | 629344 | 22.1 | 63 |
| OTHER OR GEN OR NO RESP | 267046 | 19.6 | 27 |
| REQUEST ASSISTANCE WITH | | | |
| ED/OCCUP PLANS | 413209 | 21.2 | 42 |
| EXPR IDEAS IN WRITING | 212196 | 19.5 | 21 |
| READING/COMPREHENSION | 284021 | 19.4 | 29 |
| STUDY SKILLS | 401458 | 19.6 | 40 |
| MATH SKILLS | 387508 | 19.2 | 39 |
| PERSONAL CONCERNS | 111896 | 19.6 | 11 |
| EXPRESSED FIN NEED | | | |
| NEED FINANCIAL AID | 785080 | 21.1 | 79 |
| NEED TO FIND WORK | 668371 | 20.9 | 67 |
| SPECIAL COLLEGE PROG | | | |
| INDEP STUDY | 406458 | 21.9 | 41 |
| HONORS COURSES | 305669 | 23.7 | 31 |
| ADV PLACEMENT IN COLL | | | |
| ENGLISH | 283116 | 22.9 | 28 |
| MATH | 248741 | 23.4 | 25 |
| SOCIAL STUDIES | 256112 | 22.8 | 26 |
| NATURAL SCIENCE | 240805 | 23.1 | 24 |
| FOREIGN LANG | 194762 | 22.5 | 20 |
| MAX YEARLY COLL TUITION | | | |
| $1000 & UNDER | 50209 | 17.4 | 5 |
| $1001 - $2000 | 69848 | 18.8 | 7 |
| $2001 - $4000 | 140645 | 20.0 | 14 |
| $4001 - $7500 | 152111 | 21.0 | 15 |
| $7501 & OVER | 53784 | 22.0 | 5 |
| NO PREFERENCE | 433405 | 22.1 | 44 |
| NO RESPONSE | 95037 | 20.6 | 10 |
| GRADE LEVEL WHEN TESTED | | | |
| SOPHOMORE | 5760 | 20.9 | 1 |
| JUNIOR | 339199 | 22.3 | 34 |
| SENIOR | 640471 | 20.4 | 64 |
| OTHER/NO RESPONSE | 9609 | 19.7 | 1 |
| COLLEGE CORE PREPARATION | | | |
| CORE OR MORE | 606406 | 22.1 | 61 |
| LESS THAN CORE | 354306 | 19.3 | 36 |
| NO RESPONSE | 34327 | 20.3 | 3 |

| | NO. OF STU | MEAN ACT COMP | PC |
|---|---|---|---|
| RACE-ETHNIC BACKGROUND | | | |
| AFRICAN-AMER/BLACK | 100537 | 17.1 | 10 |
| AMER/ALASKAN NATIVE | 11132 | 19.0 | 1 |
| CAUCASIAN AMER/WHITE | 707496 | 21.7 | 71 |
| MEXICAN AMER/CHICANO | 34617 | 18.5 | 3 |
| ORIENTAL/PACIFIC AMER | 30988 | 21.8 | 3 |
| PUERTO RICAN/HISPANIC | 17500 | 19.6 | 2 |
| OTHER | 14174 | 19.6 | 1 |
| MULTIRACIAL | 13376 | 21.3 | 1 |
| PREFER NOT TO RESPOND | 34640 | 22.0 | 3 |
| NO RESPONSE | 30579 | 20.9 | 3 |
| ESTIMATED FAMILY INCOME | | | |
| LESS THAN $18,000 | 92562 | 18.5 | 9 |
| ABOUT $18,000-$24,000 | 72612 | 19.3 | 7 |
| ABOUT $24,000-$30,000 | 71992 | 20.1 | 7 |
| ABOUT $30,000-$36,000 | 72517 | 20.6 | 7 |
| ABOUT $36,000-$42,000 | 81148 | 20.9 | 8 |
| ABOUT $42,000-$50,000 | 96919 | 21.3 | 10 |
| ABOUT $50,000-$60,000 | 103054 | 21.7 | 10 |
| ABOUT $60,000-$80,000 | 118463 | 22.2 | 12 |
| ABOUT $80,000-$100,000 | 62297 | 22.8 | 6 |
| MORE THAN $100,000 | 69100 | 23.5 | 7 |
| NO RESPONSE | 154375 | 20.8 | 16 |
| HS CLASS RANK | | | |
| TOP QTR | 407059 | 23.8 | 41 |
| 2ND QTR | 321841 | 19.7 | 32 |
| 3RD QTR | 158813 | 17.7 | 16 |
| 4TH QTR | 20553 | 16.7 | 2 |
| NO RESPONSE | 86773 | 20.1 | 9 |
| EDUC DEG ASPIRATION | | | |
| VOC-TECH | 13092 | 17.1 | 1 |
| 2YR COL DEGREE | 47635 | 17.4 | 5 |
| BACHELORS DEGREE | 322414 | 20.1 | 32 |
| GRAD STUDY | 204032 | 22.4 | 21 |
| PROF LEVEL DEGREE | 302488 | 22.3 | 30 |
| OTHER | 26714 | 18.3 | 3 |
| NO RESPONSE | 78664 | 20.3 | 8 |
| NUMBER OF STUDENTS | | | |
| HOME SCHOOLED | 2610 | 22.8 | 0 |
| EARNED A GED | 1100 | 18.7 | 0 |
| ALL STUDENTS | 995039 | 21.0 | 100 |

TABLE 13 DISTRIBUTION OF PLANNED EDUCATIONAL MAJORS AND ACT COMPOSITE SCORES

| | NUMBER OF STUDENTS | MEAN ACT COMP |
|---|---|---|
| AGRICULTURE & AG TECH | ( 20691) | (19.4) |
| AGRICULTURAL BUSINESS | 1265 | 19.5 |
| AGRICULTURAL ECONOMICS | 162 | 20.0 |
| AGRICULTURAL MECHANICS | 300 | 18.1 |
| AGRI PRODUCTION/TECH | 265 | 19.5 |
| AGRONOMY | 357 | 20.6 |
| ANIMAL SCIENCES | 1801 | 20.4 |
| FARM & RANCH MANAGEMENT | 755 | 18.8 |
| FISH, GAME, WILDLIFE MGMT | 3313 | 19.3 |
| FOOD SCIENCES/TECHNOLOGY | 141 | 19.3 |
| FORESTRY & RELATED SCI | 1690 | 19.9 |
| HORTICULTURE/ORNMNTL HORT | 634 | 20.2 |
| NATURAL RESOURCES MGMT | 422 | 21.2 |
| AGRICULTURE & AG TECH,GEN | 9586 | 19.1 |
| ARCHI & ENVIR DESIGN | ( 21200) | (20.9) |
| ARCHITECTURAL DRAFTING | 4317 | 20.2 |
| ARCHITECTURE | 2414 | 22.3 |
| BLDG CON/CONSTRUCTION SCI | 764 | 18.5 |
| CITY & REGIONAL PLANNING | 144 | 21.6 |
| ENVIRONMENTAL DESIGN | 173 | 20.2 |
| INTERIOR DESIGN | 2342 | 19.9 |
| LANDSCAPE ARCHITECTURE | 1086 | 20.1 |
| ARCHI & ENVIR DESIGN, GEN | 9960 | 21.3 |
| BUSINESS & MGMT | (103694) | (20.6) |
| ACCOUNTING | 13713 | 20.6 |
| BANKING & FINANCE | 2704 | 21.3 |
| BUSINESS ADMIN & MGMT | 13530 | 20.3 |
| BUSINESS ECONOMICS | 1492 | 21.8 |
| CONTRACT MGMT & PURCHSING | 140 | 19.2 |
| HOTEL/RESTAURANT MGMT | 1927 | 19.3 |
| HUMAN RESOURCE DEVEL/TRNG | 272 | 19.5 |
| INSTITUTIONAL MANAGEMENT | 35 | 18.3 |
| INSURANCE & RISK MGMT | 447 | 20.1 |
| INTERNATL BUSINESS/MGMT | 3930 | 22.5 |
| LABOR/INDUSTRL RELATIONS | 61 | 20.6 |
| MANAGEMENT INFO SYSTEMS | 350 | 21.6 |
| MANAGEMENT SCIENCE | 117 | 20.9 |
| MARKETING MGMT & RESEARCH | 2628 | 20.6 |
| ORGANIZATIONAL BEHAVIOR | 43 | 21.0 |
| PERSONNEL MANAGEMENT | 284 | 18.9 |
| REAL ESTATE | 841 | 18.3 |
| SML BUSINESS MGMT/OWNRSHP | 4287 | 19.4 |
| TRADE & INDUSTRIAL MGMT | 126 | 18.7 |
| TRANSPORTATION MANAGEMENT | 99 | 19.3 |
| BUSINESS & MGMT, GEN | 56668 | 20.7 |
| BUSINESS & OFFICE | ( 8643) | (18.2) |
| BOOKKEEPING | 156 | 17.7 |
| BUSINESS DP/COMPUTER OPER | 752 | 17.2 |
| COURT REPORTING | 128 | 18.2 |
| OFFICE SUPERVISION & MGMT | 506 | 18.5 |
| SECRETARIAL | 1298 | 17.3 |
| TYPING & GENERAL OFFICE | 248 | 16.4 |
| WORD PROCESSING | 104 | 16.2 |
| BUSINESS & OFFICE, GEN | 5451 | 18.6 |
| MARKETING & DISTRIB | ( 5919) | (19.4) |
| FASHION MERCHANDISING | 1232 | 18.9 |
| RETAILING & SALES | 618 | 19.1 |
| TRAVEL SERVICES & TOURISM | 503 | 18.2 |
| MARKETING & DISTRIB, GEN | 3566 | 19.8 |
| COMMUNIC & COMM TECH | ( 37457) | (21.4) |
| ADVERTISING | 2321 | 21.1 |
| COMMERCIAL ART | 1442 | 20.3 |
| GRAPHIC & PRINT COMMUNIC | 794 | 19.9 |
| JOURNALISM | 5961 | 22.7 |
| PHOTO/MOTION PICTURE TECH | 841 | 20.0 |
| PUBLIC RELATIONS | 1534 | 21.3 |
| RADIO/TV BROADCASTING | 5544 | 20.4 |
| RADIO/TV PRODUCTN & TECH | 963 | 20.3 |
| COMMUNIC & COMM TECH, GEN | 18057 | 21.7 |
| COMMNTY & PRSNL SVCS | ( 30317) | (18.9) |
| CORRECTIONS | 161 | 17.5 |
| COSMETOLOGY/BARBERING | 1093 | 16.4 |
| CRIMINAL JUSTICE/CRIMINOL | 8536 | 19.2 |
| FIRE PROTECTN/SAFETY TECH | 909 | 18.5 |
| FUNERAL SVCS/MORTUARY SCI | 318 | 17.6 |
| LAW ENFORCEMENT & ADMIN | 5190 | 18.4 |
| LIBRARY SCIENCE/ASSISTING | 108 | 21.3 |
| MILITARY SCIENCE/TECH | 504 | 21.1 |
| PARKS & RECREATION | 278 | 19.8 |
| PUBLIC ADMINISTRATION | 126 | 21.2 |
| PUBLIC AFFAIRS | 118 | 19.1 |
| SOCIAL WORK | 3168 | 19.0 |
| COMMNTY & PRSNL SVCS, GEN | 9808 | 19.0 |

TABLE 13 (CONTINUED)

| | NUMBER OF STUDENTS | MEAN ACT COMP |
|---|---|---|
| COMPUTER & INFO SCI | ( 31973) | (21.4) |
| COMPUTER PROGRAMMING | 8279 | 20.4 |
| COMPUTER SCIENCE | 8966 | 22.3 |
| DATA PROCESSING | 310 | 16.8 |
| INFO SCIENCES & SYSTEMS | 902 | 21.4 |
| MATH/COMPUTER SCIENCE | 788 | 23.9 |
| COMPUTER & INFO SCI, GEN | 12728 | 21.3 |
| CROSS-DISC STUDIES | ( 812) | (23.0) |
| AREA & ETHNIC STUDIES | 129 | 20.7 |
| LIBERAL/GENERAL STUDIES | 485 | 23.1 |
| MULTI-/INTERDISC STUDIES | 68 | 25.9 |
| CROSS-DISC STUDIES, GEN | 130 | 23.1 |
| EDUCATION | ( 52593) | (20.3) |
| ADULT & CONTINUING EDUC | 143 | 20.8 |
| EDUCATION ADMINISTRATION | 372 | 19.8 |
| ELEMENTARY EDUCATION | 19212 | 20.0 |
| JR HIGH/MIDDLE SCH EDUC | 2004 | 19.7 |
| PRE-ELEMENTARY EDUCATION | 3110 | 18.6 |
| SECONDARY EDUCATION | 5561 | 21.8 |
| STUDENT COUNSELING | 684 | 18.8 |
| TEACHER AIDE | 42 | 16.2 |
| EDUCATION, GENERAL | 21465 | 20.4 |
| TEACHER EDUCATION | ( 36037) | (20.4) |
| AGRICULTURAL EDUCATION | 280 | 20.0 |
| ART EDUCATION | 975 | 20.4 |
| BUSINESS EDUCATION | 180 | 19.2 |
| ENGLISH EDUCATION | 2795 | 22.2 |
| FOREIGN LANGUAGES EDUC | 397 | 21.8 |
| HEALTH EDUCATION | 189 | 17.7 |
| HOME ECONOMICS EDUCATION | 109 | 18.7 |
| INDUSTRIAL ARTS EDUCATION | 70 | 19.3 |
| MATHEMATICS EDUCATION | 1594 | 22.2 |
| MUSIC EDUCATION | 3961 | 22.1 |
| PHYSICAL EDUCATION | 4926 | 17.9 |
| SCIENCE EDUCATION | 610 | 22.0 |
| SOC STUDIES/SOC SCI EDUC | 1744 | 21.2 |
| SPECIAL EDUCATION | 2175 | 20.1 |
| SPEECH CORRECTION EDUC | 259 | 20.2 |
| TEACHING ENGL AS 2ND LANG | 105 | 20.7 |
| TECHNICAL/TRADE EDUCATION | 84 | 19.1 |
| TEACHER EDUCATION, OTHER | 1005 | 19.6 |
| TEACHER EDUCATION, GEN | 14579 | 20.2 |

| | NUMBER OF STUDENTS | MEAN ACT COMP |
|---|---|---|
| ENGINEERING | ( 65242) | (22.8) |
| AEROSPACE ENGINEERING | 4223 | 24.5 |
| AGRICULTURAL ENGINEERING | 397 | 21.6 |
| ARCHITECTURAL ENGINEERING | 2109 | 22.1 |
| BIOENGINEER & BIOMED ENG | 1661 | 26.0 |
| CERAMIC ENGINEERING | 57 | 22.2 |
| CHEMICAL ENGINEERING | 3316 | 25.1 |
| CIVIL ENGINEERING | 2291 | 22.9 |
| COMPUTER ENGINEERING | 5640 | 22.3 |
| CONSTRUCTION ENG/MGMT | 679 | 19.7 |
| ELECTRCL & ELECTRONIC ENG | 5430 | 21.8 |
| ENGINEERING MANAGEMENT | 173 | 19.8 |
| ENGINEERING PHYSICS | 311 | 25.4 |
| ENGINEERING SCIENCE | 207 | 21.8 |
| ENVIRONMENTAL HEALTH ENG | 436 | 23.5 |
| GEOLOGICAL & GEOPHYS ENG | 117 | 22.8 |
| INDUSTRIAL ENGINEERING | 500 | 21.3 |
| MATERIALS ENGINEERING | 116 | 25.2 |
| MECHANICAL ENGINEERING | 5347 | 22.6 |
| METALLURGICAL ENGINEERING | 58 | 22.6 |
| MINING & MINERAL ENG | 68 | 21.3 |
| NAVAL ARCHIT & MARINE ENG | 209 | 22.2 |
| NUCLEAR ENGINEERING | 283 | 24.8 |
| OCEAN ENGINEERING | 135 | 21.0 |
| PETROLEUM ENGINEERING | 115 | 21.3 |
| SYSTEMS ENGINEERING | 48 | 20.8 |
| ENGINEERING, GENERAL | 31316 | 22.5 |
| ENGINEER-RELATD TECH | ( 15880) | (21.1) |
| AERONAUTICAL TECHNOLOGY | 900 | 22.6 |
| AC, HEATING, REFRIG TECH | 177 | 16.6 |
| ARCH DSGN & CONSTRCT TECH | 837 | 21.3 |
| BIOMEDICAL EQUIPMENT TECH | 139 | 24.4 |
| CIVIL TECHNOLOGY | 247 | 21.9 |
| COMPUTER TECHNOLOGY | 1890 | 21.0 |
| CONSTRUCTION TECHNOLOGY | 216 | 17.9 |
| DRAFTING & DESIGN TECH | 928 | 19.7 |
| ELECTRICAL TECHNOLOGY | 1003 | 19.6 |
| ELECTRONIC TECHNOLOGY | 1271 | 19.7 |
| ELECTROMECHAN INSTRM TECH | 99 | 18.6 |
| ENVIRONMENTAL CONTRL TECH | 171 | 22.0 |
| INDUSTRL PRODUCTION TECH | 95 | 19.1 |

TABLE 13 (CONTINUED)

| | NUMBER OF STUDENTS | MEAN ACT COMP |
|---|---|---|
| LASER ELECTRO-OPTIC TECH | 50 | 20.4 |
| MANUFACTURING TECHNOLOGY | 129 | 19.5 |
| MECHANICAL DESIGN TECH | 695 | 22.1 |
| MINING & PETROLEUM TECH | 27 | 21.0 |
| OCCUPATL SFTY & HLTH TECH | 23 | 20.3 |
| SURVEYING & MAPPING TECH | 66 | 19.8 |
| ENGINEERING TECH, OTHER | 533 | 21.1 |
| ENGINEER-RELATD TECH, GEN | 6384 | 21.6 |
| FOREIGN LANGUAGES | ( 3503) | (23.4) |
| ASIATIC LANGUAGES | 189 | 23.9 |
| CLASSICAL LANGUAGES | 63 | 27.2 |
| FRENCH | 526 | 24.1 |
| GERMAN | 249 | 24.1 |
| ITALIAN | 32 | 21.6 |
| MIDDLE EASTERN LANGUAGES | 28 | 22.6 |
| RUSSIAN | 69 | 24.1 |
| SPANISH | 1137 | 22.6 |
| FOREIGN LANGUAGES, OTHER | 177 | 21.8 |
| FOREIGN LANGUAGES, GEN | 1033 | 23.8 |
| HEALTH SCI & ALLIED | (183804) | (21.0) |
| CHIROPRACTIC | 1182 | 20.7 |
| DENTAL ASSISTING | 459 | 17.2 |
| DENTAL HYGIENE | 2207 | 18.3 |
| DENTAL LAB/TECHNOLOGY | 126 | 18.6 |
| DENTISTRY | 3555 | 21.4 |
| EMERG MED TECH/PARAMEDIC | 1107 | 18.1 |
| HEALTH CARE ADMIN | 532 | 19.0 |
| MEDICAL/SURG ASSISTING | 2322 | 18.8 |
| MEDICAL LAB/TECHNOLOGY | 1633 | 20.4 |
| MED RECORDS ADMIN/TECH | 534 | 19.3 |
| MEDICINE | 36188 | 23.7 |
| MNTL HLTH & HUM SVCS/TECH | 673 | 19.8 |
| NUCLEAR MEDICAL TECH | 174 | 20.1 |
| NURSING (PRACTICAL) | 2964 | 16.8 |
| NURSING (REGISTERED) | 16707 | 18.6 |
| OCCUPATNL THERAPY/ASSIST | 2521 | 19.9 |
| OPTOMETRY | 1321 | 21.8 |
| PHARMACY | 5077 | 21.6 |
| PHYSICIAN ASSISTING | 1438 | 20.6 |
| PHYSICAL THERAPY/ASSIST | 20529 | 20.4 |
| RADIOLOGY/RADIOLOGIC TECH | 2830 | 18.9 |
| REC/ART/MUSIC THERAPY | 439 | 21.2 |
| RESPIRATORY THERAPY/TECH | 527 | 17.9 |
| SPEECH PATHOL/AUDIOLOGY | 1030 | 21.4 |
| VETERINARIAN ASSISTING | 976 | 18.3 |
| VETERINARY MEDICINE | 8680 | 22.6 |
| HEALTH SCI & ALLIED, GEN | 68073 | 20.6 |
| HOME ECONOMICS | ( 7151) | (18.8) |
| CHILD DEV, CARE, GUIDANCE | 1290 | 17.8 |
| CHILD CARE AIDE/ASSISTING | 260 | 16.2 |
| CULINARY ARTS | 1237 | 18.8 |
| FAMILY/CONS RESOURCE MGMT | 34 | 17.9 |
| FASHION DESIGN | 737 | 18.8 |
| FOOD PRODUCTN, MGMT, SVCS | 259 | 17.7 |
| FOOD SCI & NUTR/DIETETICS | 796 | 21.5 |
| HUMAN ENVIRON & HOUSING | 31 | 18.6 |
| INDIVIDUAL & FAMILY DEVEL | 64 | 19.4 |
| TEXTILES AND CLOTHING | 86 | 20.2 |
| HOME ECONOMICS, GENERAL | 2357 | 18.9 |
| LETTERS | ( 7093) | (24.7) |
| CLASSICS | 54 | 27.3 |
| COMPARATIVE LITERATURE | 97 | 25.4 |
| CREATIVE WRITING | 2221 | 24.0 |
| ENGLISH, GENERAL | 2242 | 25.2 |
| LINGUISTICS | 119 | 24.9 |
| LITERATURE, ENGLISH/AMER | 762 | 24.6 |
| SPEECH, DEBATE, FORENSICS | 74 | 22.8 |
| LETTERS, GENERAL | 1524 | 25.1 |
| MATHEMATICS | ( 3672) | (24.4) |
| ACTUARIAL SCIENCES | 239 | 26.4 |
| APPLIED MATHEMATICS | 391 | 23.4 |
| STATISTICS | 175 | 24.0 |
| MATHEMATICS, GENERAL | 2867 | 24.4 |
| PHILOS, RELIG, THEOL | ( 6046) | (22.4) |
| BIBLE STUDIES | 1112 | 22.0 |
| PHILOSOPHY | 668 | 24.1 |
| RELIGION | 659 | 22.0 |
| RELIGIOUS EDUCATION | 639 | 21.5 |
| RELIGIOUS MUSIC | 235 | 21.6 |
| THEOLOGY | 517 | 22.7 |
| PHILOS, RELIG, THEOL, GEN | 2216 | 22.5 |

TABLE 13 (CONTINUED)

| | NUMBER OF STUDENTS | MEAN ACT COMP |
|---|---|---|
| SCIENCES | ( 46385) | (23.5) |
| ASTRONOMY | 979 | 23.1 |
| ATMOSPHER SCI & METEOROL | 1438 | 22.1 |
| BIOCHEMISTRY & BIOPHYSICS | 2101 | 25.9 |
| BIOLOGY | 13402 | 23.4 |
| BOTANY | 291 | 23.2 |
| CHEMISTRY | 3532 | 24.6 |
| EARTH SCIENCE | 612 | 21.6 |
| ECOLOGY | 617 | 24.1 |
| GEOLOGY | 570 | 23.0 |
| MICROBIOLOGY | 1121 | 24.8 |
| OCEANOGRAPHY | 2444 | 21.2 |
| PHYSICS | 1563 | 27.2 |
| ZOOLOGY | 3226 | 21.8 |
| SCIENCES, GENERAL | 14489 | 23.4 |
| SOCIAL SCIENCES | ( 79170) | (22.0) |
| ANTHROPOLOGY | 1317 | 24.3 |
| ECONOMICS | 342 | 25.2 |
| GEOGRAPHY | 157 | 21.2 |
| HISTORY | 4297 | 23.3 |
| INTERNATIONAL RELATIONS | 1301 | 25.4 |
| LAW | 16362 | 21.9 |
| PARALEGAL/LEGAL ASSISTING | 806 | 18.8 |
| POLITICAL SCI/GOVERNMENT | 4806 | 23.8 |
| PSYCHOLOGY | 27046 | 21.5 |
| SOCIOLOGY | 1822 | 20.4 |
| URBAN STUDIES | 45 | 21.9 |
| SOCIAL SCIENCES, GENERAL | 20869 | 21.8 |
| TRADE & INDUSTRIAL | ( 10969) | (18.8) |
| AIRCRAFT MECHANICS | 270 | 18.9 |
| AIRPLANE PILOTING & NAVIG | 2152 | 21.3 |
| AUTOMOTIVE BODY REPAIR | 403 | 16.8 |
| AUTOMOTIVE MECHAN & TECH | 1523 | 18.4 |
| AVIATION MANAGEMENT | 95 | 20.1 |
| COMPUTER ELECTRNCS/REPAIR | 286 | 18.9 |
| CONSTRCT TRADES & CARPENT | 525 | 17.8 |
| DIESEL MECHANICS & TECH | 418 | 17.6 |
| DRAFTING | 256 | 18.4 |
| ELECTRICAL EQUIP REPAIR | 435 | 17.9 |
| HEATING, AC, REFRIG MECH | 143 | 17.3 |
| TOOL OPER/MACHINE SHOP | 316 | 18.0 |
| MECHANICAL DRAFTING | 68 | 20.2 |
| WELDING & WELDING TECH | 427 | 16.4 |
| TRADE & INDUSTRIAL, GEN | 3652 | 18.4 |
| VISUAL/PERFORM ARTS | ( 50203) | (21.3) |
| APPLIED DESIGN/CRAFTS | 294 | 20.8 |
| ART | 4742 | 20.8 |
| ART HIST & APPRECIATION | 276 | 22.9 |
| CINEMATOGRAPHY/FILM/VIDEO | 2560 | 22.4 |
| DANCE | 1440 | 20.8 |
| DESIGN, GENERAL | 901 | 20.7 |
| DRAMATIC ARTS | 4567 | 22.7 |
| FINE ARTS, GENERAL | 1037 | 22.0 |
| GRAPHIC ARTS TECHNOLOGY | 1421 | 20.6 |
| GRAPHIC DESIGN | 2895 | 21.0 |
| MUSIC (LIBERAL ARTS) | 2235 | 22.9 |
| MUSIC PERFORMANCE | 6937 | 22.1 |
| MUSIC THEORY & COMPOSIT | 1353 | 22.8 |
| PHOTOGRAPHY | 2201 | 20.2 |
| VISUAL/PERFORM ARTS, GEN | 17344 | 20.6 |
| UNDECIDED | ( 91109) | (20.8) |

TABLE 14 AVERAGE ACT COMPOSITE SCORE BY CAREER CLUSTER

| REFERENCE GROUP | TOTAL FREQ | TOTAL MEAN | CORE OR MORE FREQ | CORE OR MORE MEAN | LESS THAN CORE FREQ | LESS THAN CORE MEAN | MALES FREQ | MALES MEAN | FEMALES FREQ | FEMALES MEAN |
|---|---|---|---|---|---|---|---|---|---|---|
| PLAN ON 2-YEARS OR LESS OF COLLEGE | | | | | | | | | | |
| BUSINESS CONT (02-03) | 5483 | 16.9 | 1809 | 17.8 | 3622 | 16.5 | 920 | 17.0 | 4563 | 16.9 |
| BUSINESS OPER (04-05) | 8834 | 17.3 | 2777 | 18.5 | 5965 | 16.8 | 3480 | 17.1 | 5354 | 17.4 |
| TECHNICAL (06-07) | 13713 | 17.2 | 4315 | 18.5 | 9233 | 16.7 | 9199 | 17.3 | 4514 | 17.2 |
| SCIENCE (08-09) | 7411 | 18.1 | 2540 | 19.2 | 4775 | 17.5 | 3758 | 18.2 | 3653 | 17.9 |
| ARTS (10-11) | 3512 | 18.0 | 1183 | 19.0 | 2287 | 17.5 | 1017 | 18.1 | 2495 | 18.0 |
| SOCIAL SERVICE (12-01) | 4158 | 17.2 | 1388 | 18.3 | 2732 | 16.6 | 921 | 17.2 | 3237 | 17.2 |
| OTHER* | 17616 | 17.1 | 5805 | 18.2 | 11535 | 16.5 | 7193 | 17.1 | 10423 | 17.1 |
| TOTAL | 60727 | 17.3 | 19817 | 18.5 | 40149 | 16.8 | 26488 | 17.3 | 34239 | 17.3 |
| PLAN ON 4-YEARS OR MORE OF COLLEGE | | | | | | | | | | |
| BUSINESS CONT (02-03) | 98913 | 20.7 | 64519 | 21.5 | 33669 | 19.1 | 31161 | 21.4 | 67752 | 20.3 |
| BUSINESS OPER (04-05) | 67429 | 20.7 | 41928 | 21.6 | 25002 | 19.2 | 31315 | 20.7 | 36114 | 20.7 |
| TECHNICAL (06-07) | 92380 | 21.0 | 59056 | 22.0 | 32566 | 19.3 | 58700 | 21.0 | 33680 | 21.0 |
| SCIENCE (08-09) | 126756 | 22.6 | 86700 | 23.4 | 38908 | 20.9 | 62180 | 22.9 | 64576 | 22.4 |
| ARTS (10-11) | 90127 | 22.5 | 60074 | 23.3 | 29264 | 21.0 | 28589 | 22.9 | 61538 | 22.3 |
| SOCIAL SERVICE (12-01) | 91938 | 21.2 | 59031 | 22.0 | 32186 | 19.7 | 25314 | 21.4 | 66624 | 21.1 |
| OTHER* | 261391 | 21.3 | 172152 | 22.2 | 86226 | 19.6 | 116192 | 21.5 | 145199 | 21.2 |
| TOTAL | 828934 | 21.5 | 543460 | 22.3 | 277821 | 19.8 | 353451 | 21.7 | 475483 | 21.3 |

* OTHER = STUDENTS WHO HAD WORLD-OF-WORK REGIONS THAT DIFFERED FROM THOSE LISTED

TABLE 15 HIGH SCHOOL ACADEMIC AREA GRADE AVERAGES BY GENDER AND RACE/ETHNICITY

| REFERENCE GROUP | NUMBER OF STUDENTS | ENGLISH | MATH | SOCIAL STUDIES | NATURAL SCIENCE | HS GPA |
|---|---|---|---|---|---|---|
| MALE | 390307 | 3.06 | 2.98 | 3.25 | 3.09 | 3.09 |
| FEMALE | 524958 | 3.32 | 3.06 | 3.35 | 3.20 | 3.23 |
| AFRICAN-AMERICAN/BLACK | 91158 | 2.87 | 2.65 | 3.00 | 2.83 | 2.83 |
| CAUCASIAN-AMERICAN/WHITE | 665046 | 3.26 | 3.08 | 3.35 | 3.20 | 3.22 |
| OTHER MINORITY | 98192 | 3.20 | 3.05 | 3.30 | 3.14 | 3.17 |
| MISSING/PREFER NO RESP | 60869 | 3.19 | 2.99 | 3.30 | 3.13 | 3.15 |
| TOTAL | 915265 | 3.21 | 3.03 | 3.31 | 3.15 | 3.17 |

## APPENDIX

INSTRUCTIONS FOR USING THE DATA PRESENTED IN THIS REPORT ARE PROVIDED IN THE INTERPRETIVE GUIDE, YOUR COLLEGE-BOUND STUDENTS. IF YOU NEED A COPY OF THIS GUIDE, PLEASE WRITE TO ACT RESEARCH SERVICES, ACT INC, P.O. BOX 168, IOWA CITY, 168, IOWA 52243.

THE DATA PRESENTED IN THIS REPORT ARE BASED ON ALL STUDENTS WHO GRADUATED FROM HIGH SCHOOL IN THE SPRING OF 1998, AND WHO TOOK THE ACT ASSESSMENT DURING THEIR SOPHOMORE, JUNIOR OR SENIOR YEAR IN HIGH SCHOOL. IF A STUDENT TOOK THE TEST MORE THAN ONE TIME, ONLY THEIR MOST RECENT SCORES ARE USED. THOSE STUDENTS WHO TESTED RESIDUALLY, USED EXTENDED TIME TESTING OR WHO FAILED TO LIST A VALID HIGH SCHOOL CODE ARE NOT INCLUDED.

IT SHOULD BE NOTED THAT COLLEGE-BOUND STUDENTS WHO TAKE THE ACT ASSESSMENT ARE NOT REPRESENTATIVE, IN SOME RESPECTS, OF COLLEGE-BOUND STUDENTS NATIONALLY. FIRST, STUDENTS WHO LIVE IN THE MIDWEST, ROCKY MOUNTAINS AND PLAINS, AND THE SOUTH ARE OVERREPRESENTED AMONG ACT-TESTED STUDENTS AS COMPARED TO COLLEGE-BOUND STUDENTS NATIONALLY. SECOND, ACT-TESTED STUDENTS TEND TO ENROLL IN PUBLIC COLLEGE AND UNIVERSITIES MORE FREQUENTLY THAN DO COLLEGE-BOUND STUDENTS NATIONALLY.

CAUTION SHOULD BE USED IN MAKING COMPARISONS BETWEEN STATE AND NATIONAL NORMS. STATE NORMS MAY DIFFER FROM NATIONAL NORMS FOR NON-EDUCATIONAL REASONS SUCH AS REPRESENTATIVENESS OF THE ACT-TESTED POPULATION AND THE DEMOGRAPHIC MAKE-UP OF A STATE.

SINCE THE ACT ASSESSMENT IS DESIGNED FOR THOSE STUDENTS WHO PLAN TO ATTEND COLLEGE, THE FOCUS IS ON THE STUDENTS WHO COMPLETED THE RECOMMENDED COLLEGE PREPARATORY COURSES. THE RECOMMENDED COLLEGE CORE COURSES (AS DEFINED BY ACT) INCLUDE:

ENGLISH (FOUR YEARS OR MORE)
ONE YEAR CREDIT EACH FOR ENGLISH 9, ENGLISH 10, ENGLISH 11, ENGLISH 12

MATHEMATICS (THREE YEARS OR MORE)
ONE YEAR CREDIT EACH FOR ALGEBRA I, ALGEBRA II, GEOMETRY
ONE-HALF YEAR CREDIT EACH FOR TRIGONOMETRY, CALCULUS (NOT PRE-CALCULUS), OTHER MATH COURSES BEYOND ALGEBRA II, COMPUTER MATH/COMPUTER SCIENCE

SOCIAL SCIENCES (THREE YEARS OR MORE)
ONE YEAR CREDIT EACH FOR AMERICAN HISTORY, WORLD HISTORY, AMERICAN GOVERNMENT
ONE-HALF YEAR CREDIT EACH FOR ECONOMICS, GEOGRAPHY, PSYCHOLOGY, OTHER HISTORY

NATURAL SCIENCES (THREE YEARS OR MORE)
ONE YEAR CREDIT EACH FOR GENERAL/PHYSICAL/EARTH SCIENCE, BIOLOGY, CHEMISTRY, PHYSICS

BEST COPY AVAILABLE